COUNT ME IN

12

Student's Book

Yazarlar

Fethi ÇİMEN
Bilgen TAŞKIRAN TİĞİN
Ayten ÇOKÇALIŞKAN
Nihan ÖZYILDIRIM
Mustafa ÖZDEMİR

DEVLET KİTAPLARI
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Her hakkı saklıdır ve Millî Eğitim Bakanlığına aittir. Kitabın metin, soru ve şekilleri kısmen de olsa hiçbir surette alınıp yayımlanamaz.

Hazırlayanlar

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İSTİKLÂL MARŞI

Korkma, sönmez bu şafaklarda yüzen al sancak;
Sönmeden yurdumun üstünde tüten en son ocak.
O benim milletimin yıldızıdır, parlayacak;
O benimdir, o benim milletimindir ancak.

Çatma, kurban olayım, çehreni ey nazlı hilâl!
Kahraman ırkıma bir gül! Ne bu şiddet, bu celâl?
Sana olmaz dökülen kanlarımız sonra helâl.
Hakkıdır Hakk'a tapan milletimin istiklâl.

Ben ezelden beridir hür yaşadım, hür yaşarım.
Hangi çılgın bana zincir vuracakmış? Şaşarım!
Kükremiş sel gibiyim, bendimi çiğner, aşarım.
Yırtarım dağları, enginlere sığmam, taşarım.

Garbın âfâkını sarmışsa çelik zırhlı duvar,
Benim iman dolu göğsüm gibi serhaddim var.
Ulusun, korkma! Nasıl böyle bir imanı boğar,
Medeniyyet dediğin tek dişi kalmış canavar?

Arkadaş, yurduma alçakları uğratma sakın;
Siper et gövdeni, dursun bu hayâsızca akın.
Doğacaktır sana va'dettiği günler Hakk'ın;
Kim bilir, belki yarın, belki yarından da yakın.

Bastığın yerleri toprak diyerek geçme, tanı:
Düşün altındaki binlerce kefensiz yatanı.
Sen şehit oğlusun, incitme, yazıktır, atanı:
Verme, dünyaları alsan da bu cennet vatanı.

Kim bu cennet vatanın uğruna olmaz ki feda?
Şüheda fışkıracak toprağı sıksan, şüheda!
Cânı, cânânı, bütün varımı alsın da Huda,
Etmesin tek vatanımdan beni dünyada cüda.

Ruhumun senden İlâhî, şudur ancak emeli:
Değmesin mabedimin göğsüne nâmahrem eli.
Bu ezanlar -ki şehadetleri dinin temeli-
Ebedî yurdumun üstünde benim inlemeli.

O zaman vecd ile bin secde eder -varsa- taşım,
Her cerîhamdan İlâhî, boşanıp kanlı yaşım,
Fışkırır ruh-ı mücerret gibi yerden na'şım;
O zaman yükselerek arşa değer belki başım.

Dalgalan sen de şafaklar gibi ey şanlı hilâl!
Olsun artık dökülen kanlarımın hepsi helâl.
Ebediyyen sana yok, ırkıma yok izmihlâl;
Hakkıdır hür yaşamış bayrağımın hürriyyet;
Hakkıdır Hakk'a tapan milletimin istiklâl!

Mehmet Âkif Ersoy

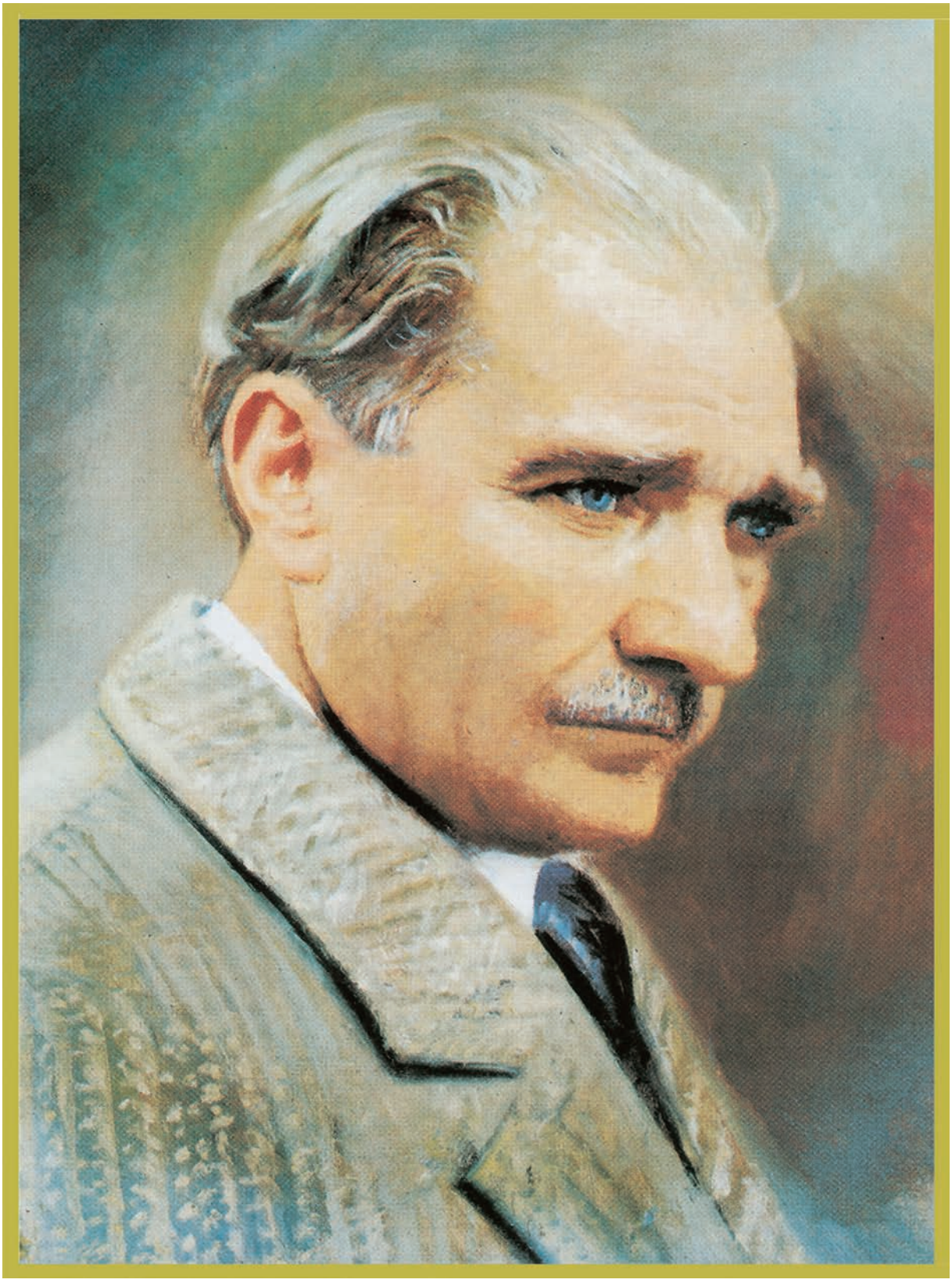
GENÇLİĞE HİTABE

Ey Türk gençliği! Birinci vazifen, Türk istiklâlini, Türk Cumhuriyetini, ilelebet muhafaza ve müdafaa etmektir.

Mevcudiyetinin ve istikbalinin yegâne temeli budur. Bu temel, senin en kıymetli hazinendir. İstikbalde dahi, seni bu hazineden mahrum etmek isteyecek dâhilî ve hâricî bedhahların olacaktır. Bir gün, istiklâl ve cumhuriyeti müdafaa mecburiyetine düşersen, vazifeye atılmak için, içinde bulunacağın vaziyetin imkân ve şeraitini düşünmeyeceksin! Bu imkân ve şerait, çok namüsait bir mahiyette tezahür edebilir. İstiklâl ve cumhuriyetine kastedecek düşmanlar, bütün dünyada emsali görülmemiş bir galibiyetin mümessili olabilirler. Cebren ve hile ile aziz vatanın bütün kaleleri zapt edilmiş, bütün tersanelerine girilmiş, bütün orduları dağıtılmış ve memleketin her köşesi bilfiil işgal edilmiş olabilir. Bütün bu şeraitten daha elîm ve daha vahim olmak üzere, memleketin dâhilinde iktidara sahip olanlar gaflet ve dalâlet ve hattâ hıyanet içinde bulunabilirler. Hattâ bu iktidar sahipleri şahsî menfaatlerini, müstevlîlerin siyasî emelleriyle tevhit edebilirler. Millet, fakr u zaruret içinde harap ve bîtap düşmüş olabilir.

Ey Türk istikbalinin evlâdı! İşte, bu ahval ve şerait içinde dahi vazifen, Türk istiklâl ve cumhuriyetini kurtarmaktır. Muhtaç olduğun kudret, damarlarındaki asil kanda mevcuttur.

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK

CONTENTS

THEME			
1	**MUSIC** Expressing opinion Expressing preferences	11
2	**FRIENDSHIP** Describing personal features Making conclusions Stating reasons	21
3	**HUMAN RIGHTS** Expressing ideas on human rights Making suggestions Discussing problems	31
4	**COMING SOON** Making predictions Expressing degrees of certainty and uncertainty Receiving instructions about cyber games	41
5	**PSYCHOLOGY** Describing mood Making suggestions to change negative mood Following and giving instructions	49
6	**FAVORS** Making requests Accepting and declining requests Asking for and responding to favors	57
7	**NEWS STORIES** Narrating a past event/experience Talking about sequential actions	67
8	**ALTERNATIVE ENERGY** Describing problems Making complaints Offering solutions	75
9	**TECHNOLOGY** Talking about things needed to be done Asking and answering questions in interviews	85
10	**MANNERS** Talking about wishes and regrets Apologizing Giving explanations	95

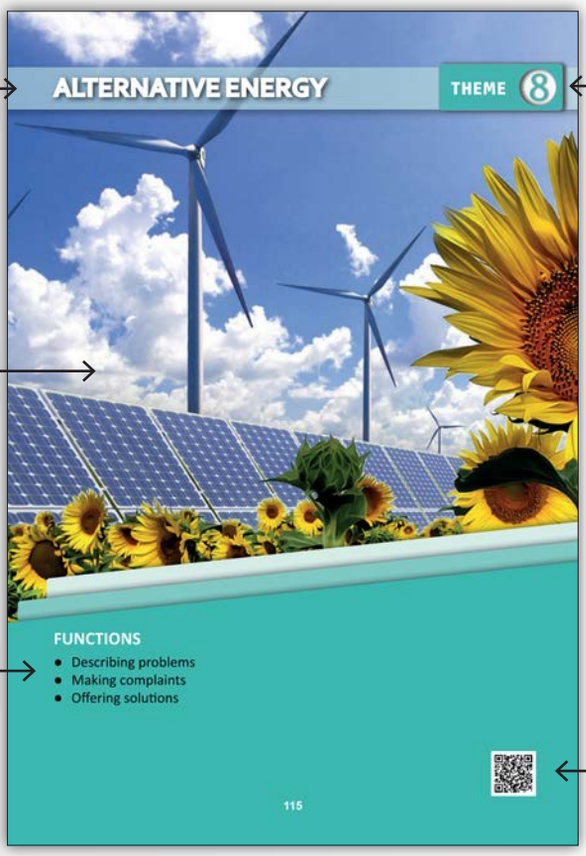
TABLE of CONTENTS

THEME	READING	LISTENING
THEME 1 MUSIC	• Inferring people's music preferences from their ideas about music • Analyzing surveys/interviews to answer related questions	• Detecting the embedded information in songs/media tools
THEME 2 FRIENDSHIP	• Finding irrelevant content about the descriptions of the people in a text • Identifying the main conclusions in argumentative texts	• Extracting specific information from a conversation between friends • Making inferences about the quatlities of a good friend through a recorded text.
THEME 3 HUMAN RIGHTS	• Finding the supporting ideas in a text about good practices on human rights around the world • Matching the paragraphs with the correct phrases/visuals (children's rights/gender equality/animal rights/the rights of disadvantaged people, etc.)	• Guessing the meaning of lexis and jargon about human rights in a recorded text/video • Distinguishing the positive and negative expressions about human rights in a recorded text/video
THEME 4 COMING SOON	• Reading (aloud) a text about cyber crimes and rights to distinguish the lexis and jargon • Reordering the scrambled steps of a cyber game in a text	• Taking notes during an informal debate/poster presentation/seminar in a video • Matching the topics with recorded passages corresponding to virtual reality and imaginary world
THEME 5 PSYCHOLOGY	• Reading a poem loudly by reflecting its tone • Identifying specific information in a real-life text.	• Listing the suggestions to change mood given by a psychologist/friend in recorded text • Identifying the speaker's mood, tone, etc. in a recorded text
THEME 6 FAVORS	• Scanning a text for the specific information about a charity organization/ foundation	• Identifying phrases and the highest frequency vocabulary related to requests in various contexts in a recorded text • Completing a conversation about favors in a recorded text/video
THEME 7 NEWS STORIES	• Listing vocabulary for narrating and describing events in a text • Reordering the past events in a news story	• Listing the sequences of the past events in a recorded text/video • Completing a recorded text using cohesive devices
THEME 8 ALTERNATIVE ENERGY	• Summarizing a reading passage about alternative energy • Analyzing a reading passage to find out solutions to environmental problems	• Noting down the solutions to the problems of excessive energy consumption around the world in a recorded text
THEME 9 TECHNOLOGY	• Identifying the lexis and jargon about a web-page on technology • Categorizing information in everyday material, such as websites, brochures and magazines	• Listing the things needed to be done in a recorded text/ video about everyday equipment • Finding the main idea of a video about technological developments
THEME 10 MANNERS	• Identifying the main conclusions in argumentative texts. • Organizing description of events, feelings and wishes in diaries and personal letters	• Identifying the phrases about wishes, regrets and apologies in a recorded text • Classifying the manners in a TV or radio program regarding their origin and practice in daily life

TABLE of CONTENTS

SPEAKING	WRITING	PRONUNCIATION	SAMPLE USAGE
• Exchanging ideas about their music preferences • Agreeing or disagreeing with others by sharing their opinions about music	• Writing a survey report on their friends'/ teachers' music preferences	• Practising intonation in sentences	• What do you think about …? • What are your feelings about …? • Don't you think …? • Why do you think that ...?
• Asking and answering questions about personal features • Stating reasons while giving clear detailed descriptions about physical appearances • Interpreting information from graphic features (graphs, charts, tables, etc.)	• Writing an opinion essay about qualities of a good friend by stating reasons	• Practising syllable/ word stress	• What does she look like? • What kind of a person is …? • He can't be in his 60s. • He looks much younger.
• Making suggestions about improving human rights • Discussing the problems/difficulties of the disadvantaged people in the world	• Writing mottos/slogans about human rights • Writing an argumentative essay including solutions for disadvantaged people's problems	• Practising syllable/ word stress	• Look after those who looked after you. • Everyone deserves equal rights. • Do the educational opportunities for disabled young people grow rapidly?
• Talking about predictions and plans • Participating in an informal debate about virtual reality and imaginary world/cyber games to share ideas	• Writing detailed descriptions of an imaginary future • Composing a cyber game scenario	• Noticing and use reduced forms	• I imagine driverless cars will be common in the near future. • I guess there won't be cars running with petrol in the future. • Next century is going to be very hi-tech, I believe.
• Making a role-play between a psychologist/school counselor and a client • Making comment on moods by looking at flashcards. • Using different voice levels, phrasing and intonation to give and follow instructions in different moods	• Describing their current mood /mood reflected in a song/painting/photograph through creative writing	• Practising sentence intonation and stress	• I feel exhausted and I can't concentrate. • Let's take a break. • If I had a choice, I would go for … • Why don't you join a music club?
• Distinguishing between formal and informal language while accepting and declining requests • Acting out a self-prepared dialogue about requests/ favors	• Writing an announcement to invite people for a charity organization • Writing an application letter to an organization for scholarship	• Practising " yod coalescence" "Would you /wʊdʒu/ and could you /kʊdʒu/"	• Can/Could I borrow your …? • Is it OK if I use your mobile phone? • I would be glad to ... • I need a/an/some … • I'm really sorry …
• Narrating the events in the past • Making a presentation about unusual/odd news stories	• Paraphrasing news/stories/past events • Writing a news story/a past experience/ an imaginary story	• Practising sentence stress appropriately	• Fortunately, he survived the accident without a scratch. • After, before, first ... • Meanwhile…. • Following this event, …
• Making complaints and offer solutions to environmental/energy problems • Participating in an informal debate about alternative energy in the future	• Writing an email/a letter of complaint to a local authority about an environmental problem to suggest solutions • Writing their critical opinion about the usage of alternative energy	• Using intonation in a sentence appropriately	• I think we should … • In order to solve this problem we must first/initially ... • Another way of looking at this problem is …
• Exchanging ideas and feelings such as surprise, happiness, interest, and indifference about technological devices • Making an interview with a friend about the influence of technology on social life	• Writing a note asking someone to have something done • Writing a for and against essay discussing technology • Writing a description of a hi-tech product by using linking words	• Practising word stress correctly	• I'll have the computer formatted. • She wants her smart phone fixed. • The teacher does not let the students use their phones in class.
• Expressing regrets, wishes and apologies • Discussing manners in different cultures	• Writing a letter, note or report on wishes, regrets and apology • Writing personal letters describing experiences, feelings and events in detail in relation to the topic.	• Practising sentence stress correctly	• It was not my intention to … • If only John knew about it. • I wish that someone had told John about it. • If only I had woken up early.

PAGE LAYOUT



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Functions of the Theme

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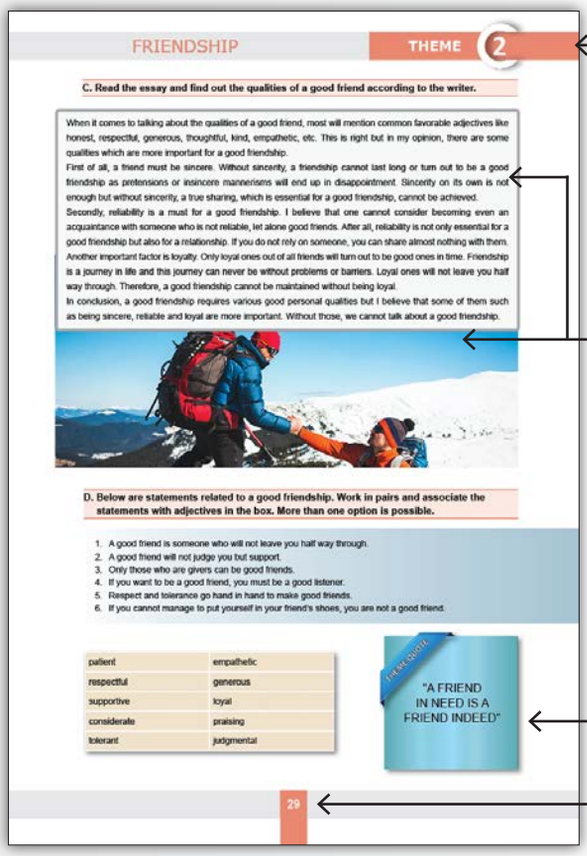
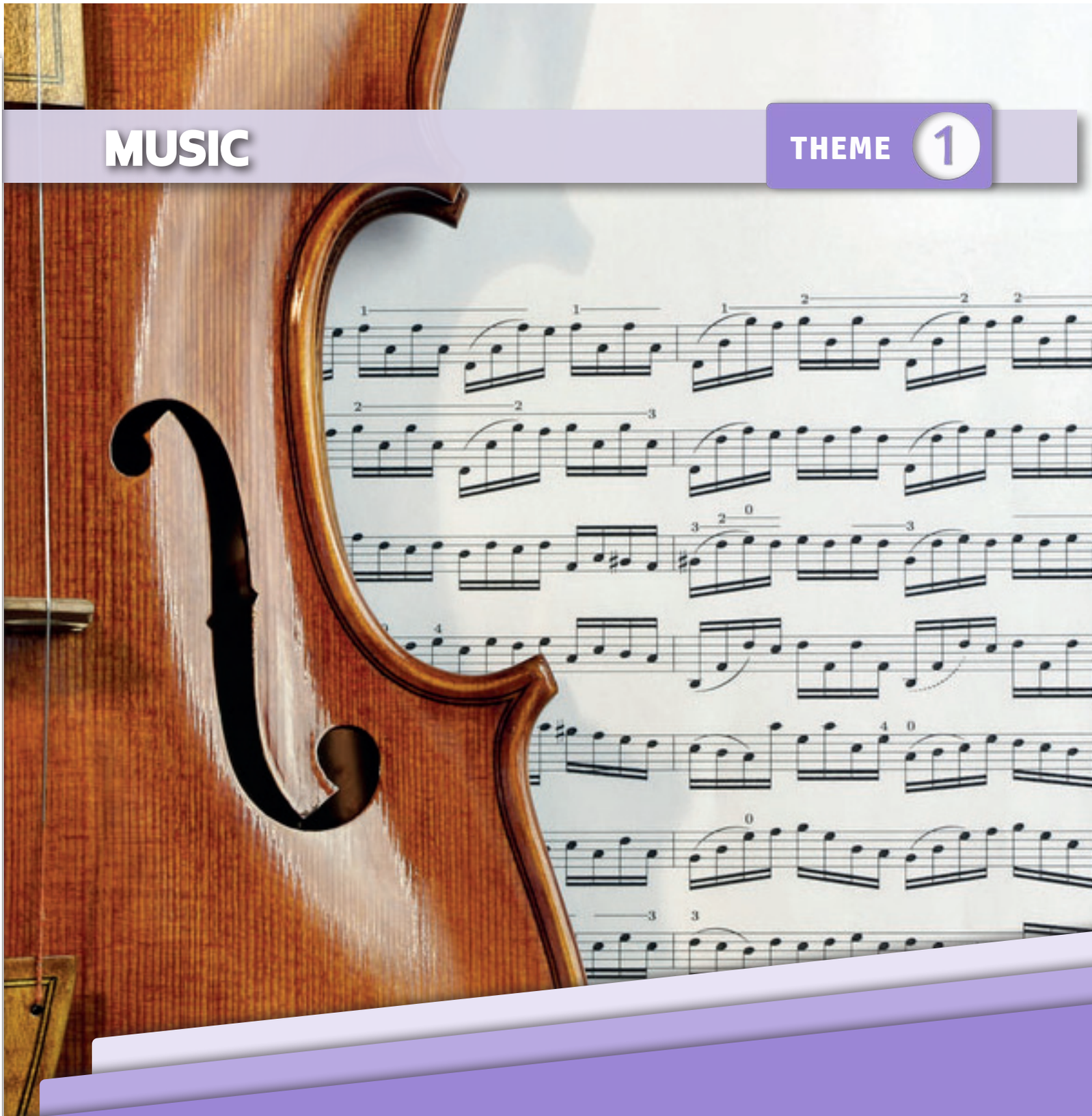

FRIENDSHIP
THEME 2
C. Read the essay and find out the qualities of a good friend according to the writer.
When it comes to talking about the qualities of a good friend, most will mention common favorable adjectives like honest, respectful, generous, thoughtful, kind, empathetic, etc. This is right but in my opinion, there are some qualities which are more important for a good friendship.
First of all, a friend must be sincere. Without sincerity, a friendship cannot last long or turn out to be a good friendship as pretensions or insincere mannerisms will end up in disappointment. Sincerity on its own is not enough but without sincerity, a true sharing, which is essential for a good friendship, cannot be achieved.
Secondly, reliability is a must for a good friendship. I believe that one cannot consider becoming even an acquaintance with someone who is not reliable, let alone good friends. After all, reliability is not only essential for a good friendship but also for a relationship. If you do not rely on someone, you can share almost nothing with them.
Another important factor is loyalty. Only loyal ones out of all friends will turn out to be good ones in time. Friendship is a journey in life and this journey can never be without problems or barriers. Loyal ones will not leave you half way through. Therefore, a good friendship cannot be maintained without being loyal.
In conclusion, a good friendship requires various good personal qualities but I believe that some of them such as being sincere, reliable and loyal are more important. Without those, we cannot talk about a good friendship.
D. Below are statements related to a good friendship. Work in pairs and associate the statements with adjectives in the box. More than one option is possible.
1. A good friend is someone who will not leave you half way through.
2. A good friend will not judge you but support.
3. Only those who are givers can be good friends.
4. If you want to be a good friend, you must be a good listener.
5. Respect and tolerance go hand in hand to make good friends.
6. If you cannot manage to put yourself in your friend's shoes, you are not a good friend.
patient
respectful
supportive
considerate
tolerant
empathetic
generous
loyal
praising
judgmental
"A FRIEND IN NEED IS A FRIEND INDEED"
29

Title Banner

Content

Quote Related to the Theme

Page Number



MUSIC

THEME 1

FUNCTIONS

- Expressing opinion (agreeing, disagreeing, etc.)
- Expressing preferences

1 **A. Listen to the eight extracts of different music types and identify what sort of music they are. Write the numbers in the boxes.** Tapescript 1.1

☐ a. Opera

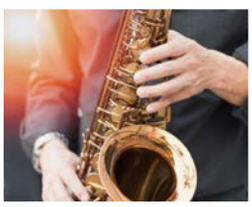
☐ b. Classical

☐ c. Country

☐ d. Reggae

☐ e. Rock

☐ f. Folk



☐ g. Jazz

☐ h. Hip Hop

B. Take a look at the music genres above and list the ones that appeal to you. Tell your friends about your choices and how they make you feel. Then, share your list with your friends.

C. Now, think about your favorite songs and decide which of the following factors attract you the most about them. Tick and share with your friends.

- ☐ melody
- ☐ voice of the singer
- ☐ lyrics
- ☐ tempo
- ☐ rhythm
- ☐ trends
- ☐ popularity of the singer
- ☐ background of the singer
- ☐ band
- ☐ others' opinions
- ☐ instruments used
- ☐ genre

D. Read the dialogue and find out what impacts Alex and Luke's choices in music.

Alex What's that song you are humming, Luke?

Luke I don't know, yet. I just heard part of it while driving to work in the morning and it's been an earworm since then.

Alex I wish you knew the singer.

Luke Why?

Alex I am making a mix tape for the car, and perhaps I could add that. The lyrics are nice.

Luke What genre of music will you include?

Alex There is nothing special in my mind.

Luke If you ask me, you should focus on light instrumental music with slow tempo.

Alex Why do you think that?

Luke For you to remain calm during the drive and long journeys.

Alex Come on! I completely disagree with you. If you listen to music of that kind all the time, you may feel sleepy because you will relax too much. In my opinion, drivers should listen to various types of music with different tempos. I prefer listening to raucous music such as rock.

Luke According to the research, listening to raucous music alone may distract the driver's attention and cause sleepiness.

Alex Do you mean your music choices are based on scientific reasons?

Luke No, not all the time. I suppose, it is melodies that make a piece sound good or bad to someone. Lyrics matter as well. What impacts your preferences in music?

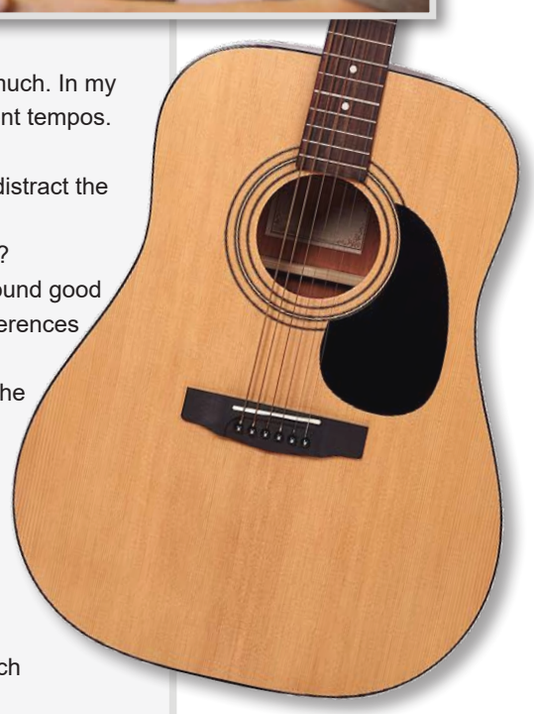
Alex It depends. I tend to agree with you, at this point. Sometimes it's the voice of the singer, sometimes the lyrics or the tune.

Luke That's right. What do you think about rap?

Alex Well, personally I don't like it because the speech like lyrics may fail to go with the harmony. I'd rather listen to country than rap. Don't you think it's so?

Luke I agree with you to a large extent, but remember that there are millions who love it.

Alex That's right. One's meat is other's poison. We have to respect each others' choices.



E. Which of the following can we infer about Alex and Luke's music preferences? Read their ideas in the dialogue and put a tick or cross in the boxes.

☐ 1. Luke believes that some music genres may have negative effects on the driver.
☐ 2. Alex's music choices are based on scientific reasons all the time.
☐ 3. Alex is not interested in lyrics of songs, at all.
☐ 4. Luke and Alex don't like rap.

F. Fill in the table with the related expressions from the dialogue.

Expressions of agreeing	Expressions of disagreeing	Expressions of preferences

G. Where would the following expressions go in the table in Part 1 F? Discuss with your partners.

1. I couldn't agree more.
2. I'd rather leave for home.
3. That's so true.
4. I prefer coffee to tea.
5. No doubt about it.
6. I agree to a certain extent.
7. I'm afraid I disagree.
8. I totally disagree.
9. You are absolutely right.
10. That's not always true.
11. I'm not so sure about it.
12. I'd say the exact opposite.
13. I don't think so.
14. He would prefer to take English.

H. Circle the adjectives that describe your taste in music best.

clear	soft	deafening	raucous	loud
sweet	calming	eerie	shrill	instrumental
upbeat	acoustic	techno	funky	healing

I. Work in pairs. Exchange your ideas about your music preferences in a dialogue as in the example and share them with your friends.

E.g.

Jenny What kind of music do you usually listen to?
Tom Well, I prefer jazz.
Jenny What do you like about it?
Tom I love relaxing and down tempo music. What about you? What are your preferences?
Jenny Rrr... I like rock because it is lively and makes me feel dynamic.
Tom ...

2 **A. Work in pairs. Answer the following questions and share your answers with your friends.**

1. Do you think there is an untold story behind every song?
2. Do you know a story behind a song? If yes, tell it to your friends.

B. Read the text and answer the questions.

Before a song comes out, there is a lot of effort behind; technical work, studio work, agreements, arrangements, etc. Indeed, things start with lyrics. A song writer, a poet or any writer may make up the lyrics. True stories may be the inspiration for a poem or song lyrics, as well. It may be a deep suffering, a love story, moments of happiness, a memorable episode or a nation's tragedy that lies behind.

Some of the compositions that led Elvis to the incredible fame came out after his sorrows. The well-known Turkish folk song Ormancı (The Forest Guard) is based on a true story that took place in an Anatolian village. When two young men lost their lives in a dispute, a sentimental man put his feelings down into words and later, his work was composed. İstiklal Marşı, Turkish National Anthem has an unprecedented heroic story behind. Mehmet Akif's quote, after refusing to get the winner's award, tells us how much a nation had suffered before they became the subject to this composition: "May Allah protect this nation from having to write another national anthem."

1. What may be behind a song? _____
2. How did the folk song Ormancı come out? _____
3. What does Mehmet Akif's quote tell about İstiklal Marşı? _____

C. You will listen to a song. Some clues about its story are embedded in the lyrics. Listen and put a tick in the boxes of the statements that you think are related to the story behind. **Tapescript 1.2**

- ☐ 1. The girl wants to be one of those watching the ball game.
- ☐ 2. She doesn't want to cheer a team up.
- ☐ 3. She wants to spend a long time at the game.
- ☐ 4. Her favorite team's winning is very important for the girl.

3 **A. Below are the answers of three interviewees to questions about music. Beside each answer, write the number from the box to show your level of agreeing. Then, share your answers with your friends and explain why.**

4 - completely agree
3 - agree to a large extent
2 - agree to an extent
1 - disagree

1. How important is music to you?

☐ **Timmon** My music is my world.
☐ **Mary** It would still be OK without music.
☐ **Lindsey** Well... It makes the world a better place to live in.

2. Shakespeare once said “When words fail, music speaks.” What would you say about this?

☐ **Timmon** Absolutely. Music is an outburst of the soul.
☐ **Mary** It’s not that much. It’s just a means of relaxation.
☐ **Lindsey** I don’t agree, at all.

3. Does music have a healing effect?

☐ **Timmon** Of course, it does.
☐ **Mary** We all know that it has been used for healing purposes.
☐ **Lindsey** I don’t think it has.

B. Below are statements related to the analysis of the interviews above. Fill in the blanks with a word from the box to make true sentences.

majority	one	two	minority

1. The answers to question one show that music is important to the _____ of the interviewee/s.
2. According to the answers to question two, we can say that the _____ of the interviewee/s believe/s music is more effective than words.
3. The answers to the third question gave the following result: _____ of the interviewee/s is/are aware of the healing effects of music while _____ interviewee/s think/s it doesn’t.

4 **A. Listen and study the intonation of the sentences below.** Tapescript 1.3

Lists	Rising, rising, and falling	I washed the dishes, vacuumed the floor, and made the beds.
Choices (Alternative questions)	Rising and falling	Are we eating chicken or meat?
Conditional sentences	Rising and falling	If Barbara calls me, ask her to leave the message.
At the end of statements (if we are not sure, or if we want to add more)	Falling and rising	I don't approve your decisions nowadays.
Inviting somebody to do or have something	Falling and rising	Would you like some more tea?
Requesting information	Falling and rising	Is this your bag?

B. Read the sentences, determine the intonation patterns of the sentences as in Part 4A.

1. Jessica likes playing volleyball, swimming, and sailing.
2. If you send this letter today, your mother will receive it tomorrow.
3. Do you want coffee or tea?
4. I bought a pair of shoes, two skirts, and a coat.
5. Jack wants to go to Rome, Paris, and Moscow.
6. If it is rainy, I won't water the plants.
7. Is that Sue's car?
8. Would you like to drink something?
9. Sally doesn't support you whole-heartedly.
10. Which do you prefer, with or without sugar?

C. Listen and check your answers. Tapescript 1.4

5 A. Take a look at the surveys with answers and answer the questions related to them.

1

1. Can you play a musical instrument?
- [x] Yes
- [ ] No

2. If you could learn to play a musical instrument, what category would it be?
- [ ] Keyboard
- [x] Percussion
- [ ] Woodwind
- [ ] String
- [ ] Brass
- [ ] None

3. If you could learn to play an instrument, which of the following would it be?
- [x] The drums
- [ ] The piano
- [ ] The flute
- [ ] The cello
- [ ] The guitar
- [ ] The clarinet
- [ ] The violin
- [ ] The xylophone
- [ ] The baglama (traditional Turkish stringed instrument)

4. Learning to play at least one instrument should be required for students at school.
- [ ] Strongly disagree
- [ ] Disagree
- [ ] Agree
- [x] Strongly agree

2

1. Can you play a musical instrument?
- [x] Yes
- [ ] No

2. If you could learn to play a musical instrument, what category would it be?
- [ ] Keyboard
- [x] Percussion
- [ ] Woodwind
- [ ] String
- [ ] Brass
- [ ] None

3. If you could learn to play an instrument, which of the following would it be?
- [ ] The drums
- [ ] The piano
- [ ] The flute
- [ ] The cello
- [x] The guitar
- [ ] The clarinet
- [ ] The violin
- [ ] The xylophone
- [ ] The baglama (traditional Turkish stringed instrument)

4. Learning to play at least one instrument should be required for students at school.
- [ ] Strongly agree
- [ ] Disagree
- [x] Agree
- [ ] Strongly agree

3

1. Can you play a musical instrument?
- [ ] Yes
- [x] No

2. If you could learn to play a musical instrument, what category would it be?
- [ ] Keyboard
- [ ] Percussion
- [x] Woodwind
- [ ] String
- [ ] Brass
- [ ] None

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- [ ] Woodwind
- [ ] String
- [ ] Brass
- [ ] None

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- [x] The flute
- [ ] The cello
- [ ] The guitar
- [ ] The clarinet
- [ ] The violin
- [ ] The xylophone
- [ ] The baglama (traditional Turkish stringed instrument)

4. Learning to play at least one instrument should be required for students at school.
- [ ] Strongly agree
- [x] Disagree
- [ ] Agree
- [ ] Strongly agree

5

1. Can you play a musical instrument?
- [ ] Yes
- [x] No

2. If you could learn to play a musical instrument, what category would it be?
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- [ ] Percussion
- [ ] Woodwind
- [ ] String
- [x] Brass
- [ ] None

3. If you could learn to play an instrument, which of the following would it be?
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- [ ] The guitar
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- [ ] The violin
- [x] The xylophone
- [ ] The baglama (traditional Turkish stringed instrument)

4. Learning to play at least one instrument should be required for students at school.
- [ ] Strongly agree
- [ ] Disagree
- [x] Agree
- [ ] Strongly agree

1. How many students out of five can play a musical instrument?

_____

2. What is the most favorite instrument category according to the surveyees?

_____

3. Which instrument would the majority like to learn to play?

_____

4. How many of the surveyees believe that schools should teach students to play musical instruments?

_____

B. Below is a survey about music preferences. Walk around asking the questions to your friends and teacher. Write their answers on the answer sheet as in the example. Then, write up statements about the results of each question to create a survey report. Choose sentence patterns from the green example box.

1. Should music classes be obligatory for all levels in high school?

☐ a) Yes ☐ b) No ☐ c) No comment

2. Which way do you listen to music?

☐ a) TV ☐ b) Radio ☐ c) Internet ☐ d) Concerts

☐ e) MP3

3. What kind of music do you listen to most?

☐ a) Classical ☐ b) Jazz ☐ c) Blues ☐ d) Folk

☐ e) Rock

4. Which genre of music do you find the most relaxing?

☐ a) Classical ☐ b) Jazz ☐ c) Hip-hop ☐ d) Folk

☐ e) Rock

5. What do you think about rock music?

☐ a) I like it very much. ☐ b) I like it. ☐ c) I quite like it. ☐ d) I'm neutral.

☐ e) I dislike it. ☐ f) I dislike it a lot.

E.g.

Three/The majority of my friends prefer having music classes in high school.

My teacher believes that music classes should/shouldn't be obligatory in high school.

Answer sheet	Q1	Q2	Q3	Q4	Q5
E.g. Friend 0	b	c	a	d	f
Friend A					
Friend B					
Friend C					
Friend D					
Friend E					
Teacher					

6 **A. Do you think concert posters, ads or promotional videos impact you? Discuss with friends.**

B. Which of the following do you think must exist on/in a concert poster, ad or promotional video?

- ☐ List of the songs
- ☐ Date and time
- ☐ Purpose of the concert
- ☐ Venue
- ☐ Lyrics
- ☐ Name of the singer/band
- ☐ Name of the instrument players
- ☐ The estimated temperature
- ☐ Type of music
- ☐ The fee

C. Listen to the advertisement of a concert. Which of the items in the box in Part 6 B does it cover? Put a tick in the boxes. Tapescript 1.5

D. Listen again and fill in the concert poster according to the advertisement. Tapescript 1.6

E. Create your dream concert poster.

FRIENDSHIP

THEME 2

FUNCTIONS

- Describing personal features
- Making conclusions
- Stating reasons

1 **A. Work in pairs and decide which of the qualities of a good friend the statements are related to.**

Qualities of a good friend:

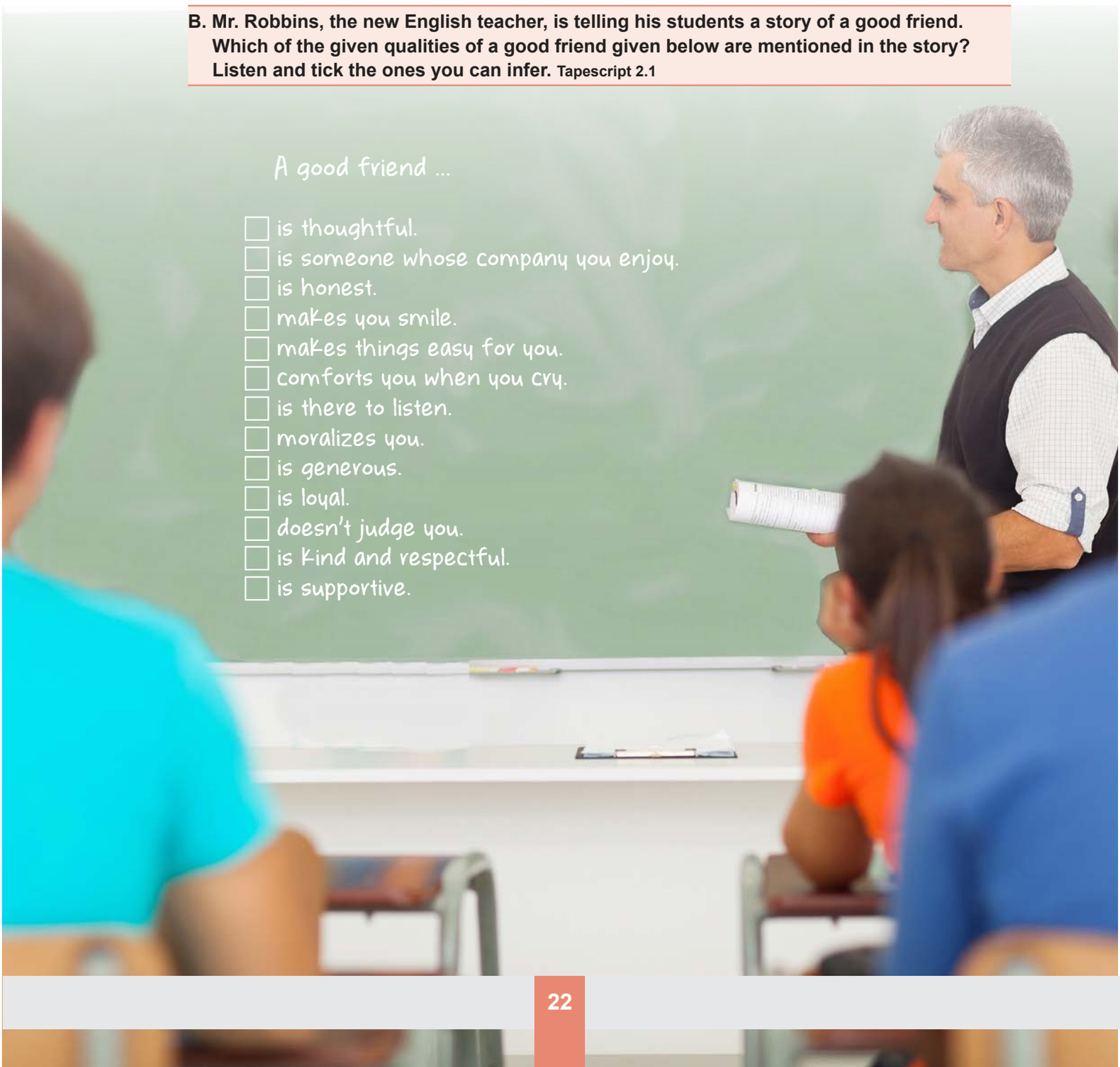
A good friend...

1. is honest.
2. is thoughtful.
3. is there to listen.
4. is reliable.
5. is generous.
6. is someone whose company you like.

Statements:

- ☐ a. Spending time with John is relaxing.
- ☐ b. John never gives away our secrets.
- ☐ c. Mary takes time to listen to me.
- ☐ d. He lent us his car for the entire weekend.
- ☐ e. He has always called me on my birthdays.
- ☐ f. She has always told me the truth.

B. Mr. Robbins, the new English teacher, is telling his students a story of a good friend. Which of the given qualities of a good friend given below are mentioned in the story? Listen and tick the ones you can infer. Tapescript 2.1


A good friend ...
☐ is thoughtful.
☐ is someone whose company you enjoy.
☐ is honest.
☐ makes you smile.
☐ makes things easy for you.
☐ comforts you when you cry.
☐ is there to listen.
☐ moralizes you.
☐ is generous.
☐ is loyal.
☐ doesn't judge you.
☐ is kind and respectful.
☐ is supportive.

2 **A. Now, listen to some students talking to each other about Mr. Robbins after his class. Fill in the missing parts with specific information from their conversation.** Tapescript 2.2

1. The students like the way he _____.
2. The students had their _____ lesson with him.
3. Some students see him as charismatic as _____.
4. Mr. Robbins doesn't have much in common with _____ English teacher.
5. He looks _____ years old.

B. Below is a dialogue between Judy and Mina. They are talking about Mr. Robbins. Use the sentences about personal features in the box to complete the missing parts.

Mina 1. _____
Judy He is patient, kind and supportive.
Mina 2. _____
Judy He can't be older than 50.
Mina 3. _____
Judy He seems to be well-spoken. He chooses his words carefully.
Mina 4. _____
Judy Well... 5. _____
Mina Come on! You can't be serious.
Judy I am.
Mina You are describing a perfect person.
Judy Most students look up to him.

a. What does he look like?
b. What about the way he speaks?
c. He is as handsome as Brad Pitt.
d. What kind of a teacher is he?
e. How old does he look?

C. Talk to your friends about someone they look up to. Ask and answer questions about their personal features as in the dialogue.

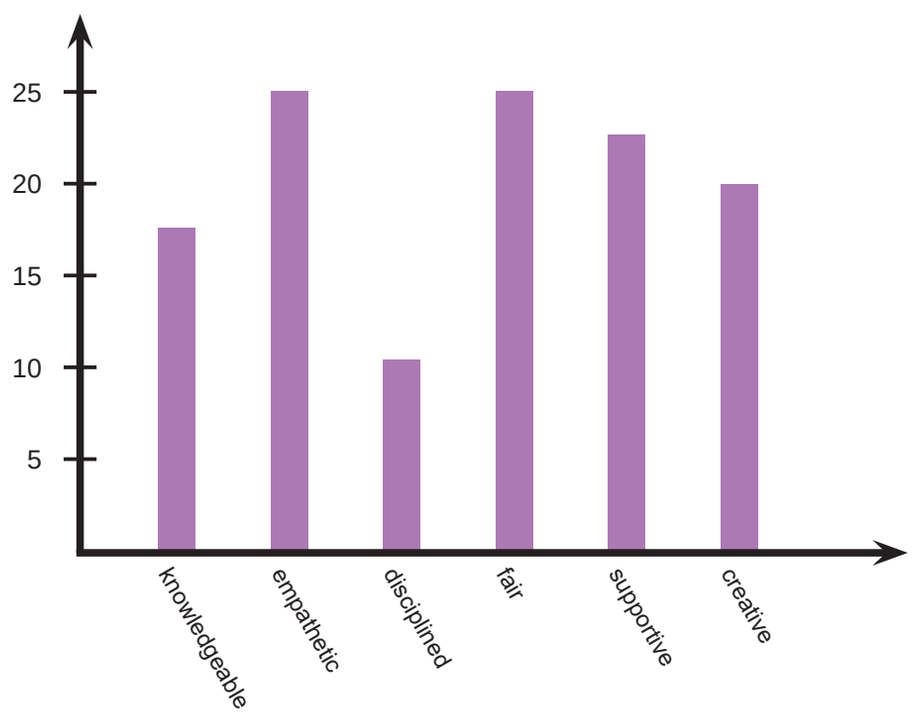
3 **A. Below is Mr. Robbins' attitude rubric and the weight of some criteria for him. Study the rubric and then, discuss what kind of students Mr. Robbins wants. The adjectives in the box may be of help.**

Attitude	Points
arriving on time	10
task/assignment fulfillment	30
cooperation with friends	20
participation in class	20
respecting other students	20

apathetic	distracted
considerate	active
respectful	punctual
praising	responsible
cooperative	sensitive

E.g. He wants his students to be punctual and respectful.

B. Mr. Robbins handed out a survey about what kind of a teacher his students expect. Below is a graph showing the results. How would you interpret this graph? Share your answers with your friends.



E.g. According to the graph, being empathetic is more important than being disciplined.

4 **A. Why do people need to make friends?**

B. What kind of friendships come to an end soon and what kind are likely to continue? Discuss with your friends.

C. Read the argumentative text on today's friendships and find out what make a true friendship.

1. There have been debates over friendships of today recently. Some argue that true friendships cannot exist in today's global world while some others claim true friendships exist and will always continue to exist.
2. The reasons behind a friendship may help to understand both sides as they play a vital role in how long a friendship will last. Some people may become friends just because they share the same time and space like the office, the teachers' room, the same apartment building, etc. Some may pretend to be friends with you to benefit from your skills, status, popularity, etc. And it may sometimes be mutual commonalities, respect and understanding that is behind a friendship.
3. The quote by Aristotle goes "Some define it as a matter of similarity: they say that we love those who are like ourselves." Likewise, Plato said "Similarity begets friendship." Both quotes, as most agree, show that a good friendship may start as a result of similar thoughts, behavioral patterns, expectations. However, these are not enough to remain good friends. Mutual understanding, tolerance to errors, respect are of great importance. It is true that the rush in everyday life today has negative effects on relationships as most people have to spend more time at work, in traffic, in the office and less time with the family and friends. These may bring some friendships to an end, just like benefit based friendships which cannot last for a long time. However, there are opportunities for sharing with friends thanks to social media, modern events such as matches, concerts, movies, etc. Therefore, factors that are important to maintain good friendships are always there for those who want to use them. And also, since similarities, commonalities and the need for sharing will never disappear, true friendships cannot be limited to a period of time.
4. To sum up, there are factors in modern life which have negative effects on relationships and friendships but as the basic factors for a good friendship will continue to exist, true friendships will always be part of life.

D. Below are pairs of statements related to each paragraph. Put a tick by the statement that is the main conclusion in each pair.

Paragraph 1	☐ a. The majority agree that today's friendships are worse than those of the past. ☐ b. People's opinions on friendships of today's global world vary.
Paragraph 2	☐ a. Why and how you make friends with someone is important for the lifetime of a friendship. ☐ b. Sharing the same office is important for the lifetime of a friendship.
Paragraph 3	☐ a. There are factors for the beginning and continuation of a true friendship. ☐ b. Friendships based on similarities are true friendships.
Paragraph 4	☐ a. Today's lifestyle prevents true friendships. ☐ b. True friendships may still exist despite some disadvantages.

5 **A. What animals or pets are known for loyalty?**

B. Have you heard or read about a story based on loyalty?

C. Read the text and find out some examples of loyalty.

A Life of Dedication

1 Dogs have always been loyal to their owners but in the case of Hachiko and Professor Ueno, it was much more. The true story was so impressive that it spread across Japan and then the world and was made into a Hollywood movie.

2 Hidesaburo Ueno, a professor of agricultural science at Tokyo Imperial University, was known for his dedication to his job. He was also fond of dogs of Akita breed. He adopted a puppy of that breed and called him Hachiko. The dog grew up together with the professor's daughter, who was also fond of dogs and was able to get on very well with her father. She was unmarried and loved her fiancé very much. She married and went to live with her husband. The professor had grown very fond of the dog and kept Hachiko instead of giving him away.

3 Ueno led an orderly life. He traditionally focused on his home and work. He went to work by train every day and Hachiko became his faithful companion. Every morning, he accompanied Ueno to Shibuya train station and in the afternoon, he met him when he returned from work by the 4 o'clock train. Soon, the professor, who was well-known in the neighborhood, walking to and from the station with Hachiko became a common sight of everyday life. This went on until, one day, the professor died when he was lecturing and couldn't get back, in May 1925.

4 The professor had a gardener. He was very respectful to the professor and showed his fidelity to him throughout his life. He was nice at garden work. He inherited the house in the Kobayashi district and started to take care of Hachiko. Although he treated Hachiko well, the dog was not happy without his professor. For the next ten years, Hachiko would go to Shibuya station every day to meet the 4 o'clock train, hoping to see his beloved owner again. Those around the train station knew and fed the dog. The story got around and a statue of Hachiko was erected at the station. One day, in 1935, Hachiko's dead body was found next to the statue. He had died while waiting for the professor to arrive. The world would know him as Hachiko, the faithful dog.

5 The Hollywood movie which was inspired by the story appealed to millions all around the world. Richard Gere cast the professor. For some, Gere was a good choice because of his resemblance to the Japanese. He resembles a Japanese man because he has eyes angled downward. He also has the charisma of a professor. His glasses give him an intellectual look as well. He has millions of fans worldwide. On the other hand, there were those who were critical of Gere's acting in the movie. According to them, Gere's appearance was much different than that of Ueno's.

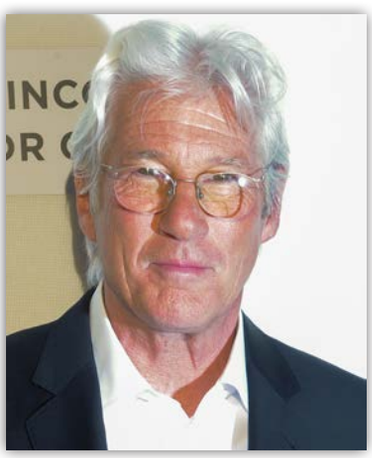
D. List the personal features of the people in the text.

Professor Ueno	Ueno's daughter	Ueno's gardener	Richard Gere

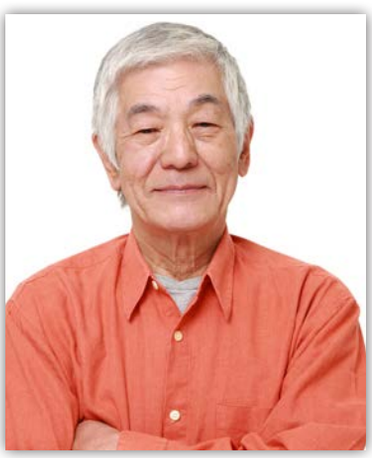
E. In the paragraphs 2, 3, 4, 5, there is one extra sentence that is irrelevant to the descriptions of the people in the text. When you omit them, the general meaning of the paragraphs does not change. Work in pairs and underline the extra sentences. One has been done for you.

6 **A. Below are the pictures of Professor Hidesaburo Ueno, Richard Gere and a Japanese man and what people said about their similarities and differences. Read and decide whether you agree or disagree.**

Hidesaburo Ueno



Richard Gere



Akihiko Hiro

1. Richard and Akihiko are similar because they both have high cheek-bones and gray hair.
2. Hidesaburo does not look like the others, at all.
3. Hidesaburo and Richard resemble each other in appearance.
4. Hidesaburo and Akihiko both have eyes angled downward.
5. Richard looks as charismatic as Hidesaburo.
6. One difference between Hidesaburo and Richard is their faces. They are completely different because Hidesaburo has a round face while Richard has a long face.
7. Richard and Akihiko have nothing in common.

B. Look at the pictures below and describe the people. Then, tell the similarities and differences between them in each picture by stating reasons as in Part 6 A.

7 **A. What do the following proverbs emphasize about friendship? Discuss with friends.**

No road is long with a good friend.

None is so rich as to throw away a friend.

Turkish proverbs

B. With your partner, list some of the adjectives that describe a good friend and discuss the reasons.

C. Read the essay and find out the qualities of a good friend according to the writer.

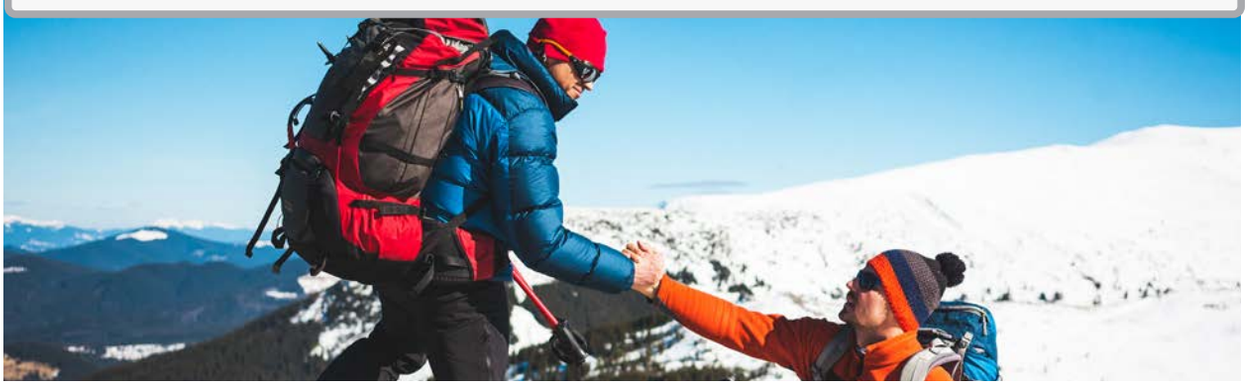
When it comes to talking about the qualities of a good friend, most will mention common favorable adjectives like honest, respectful, generous, thoughtful, kind, empathetic, etc. This is right but in my opinion, there are some qualities which are more important for a good friendship.

First of all, a friend must be sincere. Without sincerity, a friendship cannot last long or turn out to be a good friendship as pretensions or insincere mannerisms will end up in disappointment. Sincerity on its own is not enough but without sincerity, a true sharing, which is essential for a good friendship, cannot be achieved.

Secondly, reliability is a must for a good friendship. I believe that one cannot consider becoming even an acquaintance with someone who is not reliable, let alone good friends. After all, reliability is not only essential for a good friendship but also for a relationship. If you do not rely on someone, you can share almost nothing with them.

Another important factor is loyalty. Only loyal ones out of all friends will turn out to be good ones in time. Friendship is a journey in life and this journey can never be without problems or barriers. Loyal ones will not leave you half way through. Therefore, a good friendship cannot be maintained without being loyal.

In conclusion, a good friendship requires various good personal qualities but I believe that some of them such as being sincere, reliable and loyal are more important. Without those, we cannot talk about a good friendship.



D. Below are statements related to a good friendship. Work in pairs and associate the statements with adjectives in the box. More than one option is possible.

1. A good friend is someone who will not leave you half way through.
2. A good friend will not judge you but support.
3. Only those who are givers can be good friends.
4. If you want to be a good friend, you must be a good listener.
5. Respect and tolerance go hand in hand to make good friends.
6. If you cannot manage to put yourself in your friend's shoes, you are not a good friend.

patient	empathetic
respectful	generous
supportive	loyal
considerate	praising
tolerant	judgmental

THEME QUOTE

"A FRIEND IN NEED IS A FRIEND INDEED"

E. Use the following template to write an opinion essay. Choose at least 2 or 3 qualities and state reasons.

Your view about the qualities of a good friend.

- Quality 1
- Reasons

- Quality 2
- Reasons

- Quality 3
- Reasons

Final, short impression

INTRODUCTION

BODY I

BODY II

BODY III

CONCLUSION

8 **A. Study and listen to the notes.** **Tapescript 2.3**

One-syllable word	dog, fast	No stress
Nouns, adjectives and adverbs with 2 syllables usually have stress on the 1st syllable	person, seldom	PER-son, SEL-dom
Verbs with 2 syllables usually have stress on the 2nd syllable	present, forget,	pre-SENT, for-GET
Words with 3 syllables usually have stress on the 1st syllable	beautiful, interesting	BEAU-ti-ful, INT-eres-ting

B. Read and determine the stress patterns of the words. Then, listen and check. **Tapescript 2.4**

1. water
2. demand
3. tomorrow
4. banana
5. parent
6. better
7. quite
8. bird
9. maybe
10. never

HUMAN RIGHTS

THEME 3

FUNCTIONS

- Expressing ideas on human rights (gender equality, children's rights...)
- Making suggestions
- Discussing problems

1 A. Discuss the following questions.

1. What do you think is meant by 'human rights'?
2. What would the world be like without regulations on human rights?
3. How do you think protection of human rights is related to an independent state?

B. Take a quick look at the text and find out which of the phrases in the box are dealt with in each paragraph. Write the number of the paragraph beside each phrase. More than one option is possible.

- ☐ gender inequality
- ☐ the importance of an official reference
- ☐ animal rights
- ☐ women's rights
- ☐ disadvantaged people/groups
- ☐ children's rights

When we talk about human rights, we cover many things and it may sound complicated. However, things may get easier and simpler if you can figure out what the basic philosophy which underlies human rights is.

1 The understanding of human rights may vary depending on the culture and traditions of a society. However, the United Nations Universal Declaration of Human Rights is recognized and referred to as the official reference of human rights. It gives clear definitions of rights and freedoms through articles.

2 In order for the Universal Declaration of Human Rights to be adopted and applied, the existence of an independent state is vital. Take Syria, where humanity has failed in many aspects. Millions including women, children, old people, civilians have had to immigrate to neighboring countries, in particular Turkey only to be able to survive. Some couldn't get out of the war and got stuck. They have had two choices; either die or live a disadvantaged life as injured, disabled people or as people without running water, a home to sleep in, schools, enough food supplies. Therefore, people should appreciate being part of an independent and well-organized state.

3 It is not only Syria where human rights cannot exist. There are many other problems in other parts of the world, where there are no wars. Women are still not allowed to join some social activities in some countries, they cannot even vote. There are still places where children are deprived of education and forced to work such as those working at diamond mines in some parts of Africa.

4 Human rights abuses are often associated with developing or under-developed countries but even developed countries may have a long way to go. Inequality in education of children, unemployment problem for the disabled, social security problems are still waiting to be resolved. In remote parts of some developed countries, some groups lead a simple and primitive form of life, deprived of conveniences and technologies of the modern world. They can be regarded as disadvantaged groups of modern countries.

5 The world witnesses and gives examples of both good and bad practices of human rights but thinking that we share this planet with other creatures, animals and the wild must be treated fairly. There are some experts and organizations that have been working day and night for arrangement of animal rights and fighting for environment. Hunting seals wildly for their furs on the Arctic, bullfighting events, sterilization of street dogs are only some of the events that are protested. Therefore, more and more people are becoming aware of those issues all around the world.

C. Read the text and answer the questions.

1. What is United Nations Universal Declaration of Human Rights? _____
2. Why is being an independent state important for human rights? _____
3. Why did some people become disadvantaged groups in Syria? _____
4. What are some of the human rights problems in some developed countries? _____
5. Why are we responsible for the rights of animals? _____

2

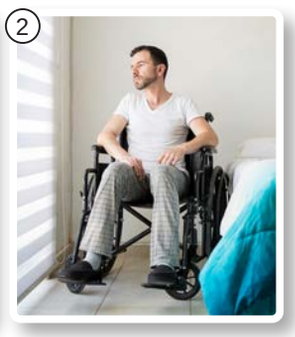
A. Below is an extract from a simplified form of *Oliver Twist* by Charles Dickens. It is about the first moments of Oliver just after his birth. Read it and discuss the following questions with your classmates.

"Without clothes under his first blanket, he could've been the son of a king or a beggar. When the nurse put him in a yellow sweater with age, he looked exactly what he was: A workhouse orphan."

Oliver Twist, Charles Dickens

1. What universal fact of humanity do the lines emphasize?
2. What do you think are the current and future disadvantages for Oliver?

B. Look at the pictures below and discuss which ones display disadvantages and what these disadvantages are.



C. Read the text and discuss the basic advantages around you.

Appreciate the gifts in your lives

There is a saying that goes "The only time you realize the value of a gift is when you lose it." Unfortunately, this is true for some. That's why we hear expressions of regret about what has been wasted or lost. Being able to walk to the toilet on your own is a great gift which some people are unaware of but one can realize this only when they have a broken or injured leg. Many people complain about the service and standards in hospitals but even the worst hospital nearby in an emergency may turn out to be a gift for the vital first aid.

There are millions of people who would appreciate even the most basic things such as a school, electricity, a healthy body, a slice of bread, a house to sleep in because they don't have these gifts. These people are called the disadvantaged. By definition, the disadvantaged means lacking the basic resources or conditions such as standard housing, medical and educational facilities and civil rights which are necessary for an equal position in society. According to this definition; people with mental or physical disabilities, isolated groups, people who face serious risks of poverty, refugees, rural populations can be disadvantaged groups. We can add many people or groups that can be classified as disadvantaged.

D. Reread the text and answer the questions.

1. According to the writer, what are some people not aware of? _____
2. What do you think is a gift? _____
3. According to the definition in the text, which of the following people/groups can be classified as disadvantaged?
   a. children who have lost their houses at war
   b. a footballer who got injured at a game
   c. a doctor who cannot go to work because of heavy rain
   d. a paralyzed old woman
   e. villagers who don't have running water and Internet at home
   f. refugees who have to live in tents

E. Work in pairs. Discuss everyday lives of the disadvantaged in the world and make a list of the problems you think they suffer. Then, share them with your friends.

E.g. 1. There are not yellow lines (Tactile Ground Surface Indicators- TGSI) on sidewalks in most cities so the blind have difficulty in walking around on their own.
2. Some tribes in remote parts of the Amazon and Africa are still deprived of schools and hospitals.

3

A. Below are newspaper headlines related to human rights. What do you think about them? Discuss why they may be good examples.

WORLD NEWS
ORPHANAGE SYSTEMS GET EVEN BETTER IN TURKEY
NEWS
THEY MARRY IN PRISON!!!
DAILY NEWS
JAPAN POSTPONES CLOSING THE RAIL LINE SO THAT A YOUNG GIRL CAN COMMUTE TO SCHOOL

B. Read the text and find out other good examples of human rights.

News bulletins usually show complaints and problems about human rights abuses all around the world. However, there are those, both individuals and organizations, who work for human rights and display good examples.

☐ **The world of sports, especially that of football, has been displaying nice examples of fight against discrimination.** ☐ **The 'No to Racism' campaign by UEFA aims to raise public awareness of intolerance and discrimination in football.** Team captains wear 'No to Racism' armbands and 'No to Racism' banners are prominently displayed on the pitch. ☐ **FIFA's recognizing Kosovo and declaring it as the group's 210th member can be seen as another example of human rights** because it is expected to be a big step towards Kosovo's international legitimacy.

☐ **Some metropolitans have allocated areas or squares so that people can hold activities related to their cultures, thoughts, beliefs, etc.** ☐ **Perhaps, the most famous of these is London's Hyde Park.** People can shout slogans, arrange activities, run stalls to fulfill and promote their cultural, political or religious requirements, products or activities at the park. ☐ **The Red Square of Russia is associated with demonstrations as well.** It is often home to various demonstrations and cultural events.

☐ **Turkey has introduced new laws to protect manufacturers' and consumers' rights in the last couple of decades and reflections of these laws can be seen in everyday life.** ☐ **Consumers rights units have been formed in governorship offices across the country.** ☐ **Any application regarding violation of copyrights regulation is taken seriously and pursued by officials.**

C. Read the text and answer the questions.

1. What is the purpose of UEFA through the 'No to Racism' campaign?_____
2. People see London's Hyde Park beyond a park. Why?_____
3. What did Turkey do about copyrights?_____

D. Study the text. One bold sentence in each paragraph is the topic sentence and the other two bold sentences are the supporting ideas. Write 'T' for topic sentences and 'S' for supporting ideas in the boxes.

4 **A. Mrs. Emily Merits is giving the opening speech at the meeting of the Human Rights Club. Below are some of the expressions you will hear in her speech. Pay attention to the context and match them to their meanings.** **Tapescript 3.1**

Human Rights Club in Action

1. lacking the things (such as money and education) that are considered necessary for an equal position in society
2. violation of the basic rights for people

☐ human rights abuses
☐ disadvantaged groups

B. Imagine that you are members of the university human rights club. The president Mrs. Merits requests you to create mottos and slogans about human rights in addition to the ones below, already existing in the club's official website. Work in groups to create new mottos and slogans.

C. Here are some of the common complaints and problems on campus. Mrs. Merits asks you to make suggestions for the solutions to these problems. What would your suggestions be?

Problems:

1. There are not enough bulletin boards for human rights club.
2. There are no halal food cafeterias or restaurants on campus.
3. Some faculty buildings need more wheelchair ramps.
4. More rooms should be constructed for nursing mothers.
5. Some dormitories still use shared toilets&bathrooms.
6. Stalls for the festivals are paid.

Suggestions:

E.g.

1. How about launching a campaign?
2. Why don't we invite chain restaurants to open a new branch?

5 A. Study the essay and circle the better choice to complete the sentences about it correctly.

There are many reasons why people are born or may become disadvantaged. Therefore, there are various types of disadvantaged people or groups. Although it may seem to be a difficult problem to cope with, there are still solutions that can help with fixing some of the issues, at least partly.

It is possible to help some people or groups that are disadvantaged, not to all, but we need to take action. The homeless are one of the groups that is open to help. We cannot host them in our homes or rent flats for them but we can give food, sleeping bags, etc. which will make things easier for them. Also, municipalities can set up tents and accept donations to improve their conditions. Furthermore, used clothing items could be collected at a center and handed out to them. It is out of the question that these will help them much.

In conclusion, not all problems related to the disadvantaged can be solved. However, there are still things to make things better, at least, for some of them.

1. The first paragraph, introduction, is for ...
   a. expressing the problem
   b. recommending solutions
2. The solutions are recommended ...
   a. in the introduction
   b. in the body
3. The conclusion is for expressing ...
   a. the final opinion
   b. solutions
4. The solutions recommended are for ...
   a. all the disadvantaged groups
   b. a specific disadvantaged group

B. Below are some categories of disadvantaged groups and some solutions to their problems. Match the solutions to the categories.

☐ 1. refugees

☐ 2. persons with disabilities

☐ 3. rural populations

a. sister town or school systems can be established for support
b. wheelchair donations for those in need could be planned and free sign language courses can be arranged for better communication with the deaf
c. sister families can be found to host them temporarily, donation campaigns can be launched, tents can be provided

C. Write a variation of the essay in Part 5 A using the template below. Take one or more disadvantaged group/s. Think about their problems and offer solutions. You can refer to Part 5 A.

The background to the problem

Solutions to the problem

The final opinion

INTRODUCTION

BODY

CONCLUSION

6 **A. Below are some articles of the Universal Declaration of Human Rights and statements of some human rights' abuses victims. Which article do you think is related to each of the statements? Write the article number beside each statement. More than one option is possible.**

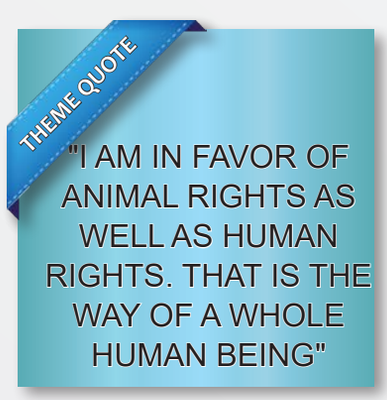
1. **We Are All Born Free & Equal.** We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.
2. **Don't Discriminate.** These rights belong to everybody, whatever our differences.
3. **The Right to Life.** We all have the right to life, and to live in freedom and safety.
4. **No Slavery.** Nobody has any right to make us a slave. We cannot make anyone our slave.
5. **No Torture.** Nobody has any right to hurt us or to torture us.
6. **We're All Equal Before the Law.** The law is the same for everyone. It must treat us all fairly.
7. **Your Human Rights Are Protected by Law.** We can all ask for the law to help us when we are not treated fairly.
8. **We're Always Innocent Till Proven Guilty.** Nobody should be blamed for doing something until it is proven. When people say we did a bad thing we have the right to show it is not true.
9. **The Right to Seek a Safe Place to Live.** If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.
10. **Marriage and Family.** Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married and when they are separated.
11. **Freedom of Thought.** We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.
12. **Freedom of Expression.** We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.
13. **The Right to Public Assembly.** We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.
14. **Workers' Rights.** Every grown-up has the right to do a job, to a fair wage for their work, and to join a trade union.
15. **The Right to Play.** We all have the right to rest from work and to relax.
16. **Food and Shelter for All.** We all have the right to a good life. Mothers and children, people who are old, unemployed or disabled, and all people have the right to be cared for.
17. **Copyright.** Copyright is a special law that protects one's own artistic creations and writings; others cannot make copies without permission. We all have the right to our own way of life and to enjoy the good things that art, science and learning bring.
18. **A Fair and Free World.** There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.
19. **No One Can Take Away Your Human Rights.**

_____ **Moussa** We were made to work under very difficult conditions. We hardly had any time to sleep.

_____ **Jennifer** I had invested all my money in this project. Before the album came out, I saw it on the Internet. It was the worst moment of my life.

_____ **Joma** When the war broke out, all the laws and regulations came to an end. There was one rule; do your best to survive.

_____ **Solmon** The governor's child was treated before me, without my permission. It wasn't fair at all.



B. You will hear some people. In their statements, each has positive and negative expressions related to human rights. Listen and make a list of their positive and negative expressions as in the example. Then, compare your answers. Tapescript 3.2

People	Positive Expressions	Negative Expressions
E.g. Judy	equal	discrimination
Meriam		
Ali		
Tom		

7 **A. Study and listen to the notes.** Tapescript 3.3

Numbers, a multiple of ten, have stress on the first syllable.	ten, sixty	TEN, SIX-ty
Reflexive pronouns have stress on the second syllable.	myself, herself	my-SELF, her-SELF
Proper nouns have stress on the second word.	South Africa, Mrs. Jackson	South AFRICA, Mrs. JACKSON
Compound nouns have the most stress on the stressed syllable of the first word.	football, seafood	FOOT-ball, SEA-food
The words ending in '-tion, -sion, -cian, -ic' have usually stress on the second-last syllable.	education, economic	e-du-CA-tion, e-co-NO-mic
The words ending in '-ee and -oo' have usually stress on the last syllable.	employee, shampoo	emp-loy-EE, shamp-OO
The words ending in '-cy, -ty, -phy, -gy and -al' have usually stress on the third-last syllable.	democracy, critical	de-MOC-ra-cy, CRI-ti-cal

B. Read and determine the stress patterns of the words. Then, listen and check. Tapescript 3.4

1. television _____
2. themselves _____
3. Mr. Thomas _____
4. ourselves _____
5. guarantee _____
6. bedroom _____
7. Carnegie Hall _____
8. policeman _____
9. one hundred _____
10. technician _____
11. eighty _____
12. realistic _____
13. taboo _____
14. dining table _____
15. democratic _____
16. concentration _____
17. bamboo _____
18. greenhouse _____

COMING SOON

THEME 4

FUNCTIONS

- Making predictions
- Expressing degrees of certainty and uncertainty
- Receiving instructions about cyber games

1 A. Do you think you are safe online?

B. Have you ever heard of or witnessed a cyber crime?

C. Read the text and answer the questions.

There is a Turkish saying which goes “There is no rose without a thorn” to emphasize that sometimes you have to take the bitter with the sweet. This is the same for the cyber world. While enjoying the advantages of cyber tools, you may be under serious threats. Just like the criminals in everyday life, cyber world has created its own criminals who are called hackers, cyber criminals and cybercrooks. Their culprits are sophisticated malware (malicious+ware), which are software designed to stop a computer’s normal functioning.

Some of the popular cyber crimes are phishing, identity theft, online harassment and invasion of privacy. There are phishing websites which can mimic a legitimate website. The computer user is not suspicious of anything and if s/he has entered any personal information such as home address, citizenship number, social security number or banking passwords, it is far too late. A phisher’s already gotten them. Thanks to a phishing filter, you can eliminate this threat.

Identity theft is another major crime. Identity theft scams may come in the form of a spam e-mail, website or even an online pop-up survey. Cybercrooks who may have gained access to your credit card or banking account information, may do shopping in your name and you may suddenly face a huge credit card debt. Monitor your accounts frequently and in case of a suspicious activity, report it to authorities at once.

Invasion of privacy is also a very serious threat. This includes hacking into someone's computer, reading their e-mails or monitoring online activities.

The good thing about the above cases is that they are all preventable by taking the steps timely and downloading or buying anti-spyware or anti-virus programs. Like in any specific crime in everyday life, you can contact the police and file a report. You can go straight to court as well. Reporting these crimes to the admin or developer is another right. There are units to pursue these cases. You have rights and use them when necessary.

1. What is a malware?

   _____

2. How can a phisher access the victim's personal information?

   _____

3. Why should you be suspicious of a spam e-mail?

   _____

4. What should you do in case of noticing a cyber crime?

   _____

D. Work in groups. Fill in the lists with expressions/jargon related to cyber crimes and rights from the text.

List of the words used for cyber criminals	List of the cyber crimes	List of the malicious actions	List of the rights
- hacker	- phishing	- mimic a legitimate website	- contact the police

2 A. Do you know or play any cyber games that teach you something?

B. Read the text and find out in what way the cyber game mentioned can be of help.

Some cyber games may be infamous for their negative impacts such as addiction and causing misconceptions but not all are the same. There are cyber games with various beneficial purposes such as teaching, improving imagination, etc. Coleaver is a game that can help with vocabulary learning in English. It is aimed at children aged 7 to 10. You need at least two players. The players **choose an avatar** that is trapped in a maze. The exit door opens with a different magic password each time. When players start the game, their avatars run around to **collect the letters** of the magic password. The player to **create the magic password** first is allowed to **get out of the maze**. If a player can manage to **get the assistant** that takes him/her to the letters through the shortest routes, things become much easier. But in order to deserve the assistant, a player has to **type in the answers to the 5 questions asked at the beginning of the game correctly and faster** than the other player. If there are no 5 correct answers by either player, the one with the highest number of correct answers is given the assistant and thus holds the advantage. You can **access the web page of the game** with the same name. Before getting started, you have to **create an account** and **log in**.

C. Answer the following questions.

1. Do all cyber games have similar purposes? _____
2. What is the desired contribution of Coleaver? _____
3. What is the advantage to win the game? _____
4. What is the magic password for? _____

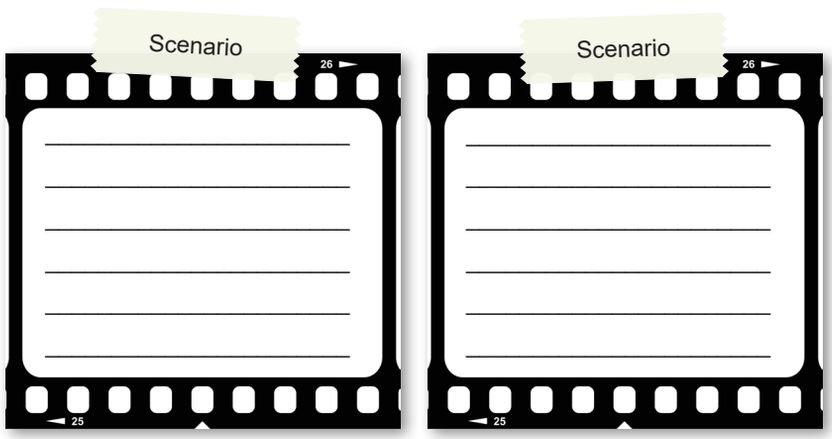
D. The bold parts of the steps of the game Coleaver are embedded in the text. Work in groups and put them into the correct order.

- ☐ create an account
- ☐ log in
- ☐ get the assistant
- ☐ collect the letters
- ☐ create the magic password
- ☐ get out of the maze
- ☐ type in the answers to the 5 questions correctly and faster
- ☐ access the web page of the game
- ☐ choose an avatar

E. The text also has the scenario of the game Coleaver. Complete the list related to the components of the scenario.

Characters	Setting	Purpose	Main actions of the game
- trapped avatars in a maze	- a locked maze	- to get out of the maze	- answer the questions

F. Imagine that you have designed a cyber game and are trying to sell it to a company. Use the slide frames with headings on and prepare a slide show to introduce the game. For the scenario part, include the characters, setting, purpose, main actions, etc.



3 **A. Discuss the positive and negative effects of cyber games and jot down some notes.**

B. Watch the video and take notes about positive and negative effects of cyber games. Then, compare your notes with the notes based on the listening. Video 4.1

Positive Effects	Negative Effects

C. You will watch the same video again with some parts undubbed. These undubbed parts are for you to participate in the debate by using the statements below. Video 4.2

1. Do you mean they are useful?
2. I can't quite understand what you say.
3. You hit the nail on the head.
4. Some children try to move and act like superheroes and heroines and get seriously injured.
5. That doesn't seem to be a problem.
6. I don't see any point in playing such a game.

4 **A. The length of the lines in the below diagram shows the progress human beings made. How would you interpret the speed of change according to the diagram?**

B. To what extent can we predict the future? Discuss with friends.

C. Read the passage and discuss the predictions and plans.

Predicting the future has always been one of the top issues for human beings but it is getting even more difficult because today's changes are exponential, which makes them almost impossible to follow. In other words, if we are at 4 today, the next step is normally 5 but changes occur so fast that it is not 5 but 8. Therefore, if you predict something about the future depending on today's data, you are most likely to be mistaken. Only 20 years ago, many people opened CD/DVD rental centers as they believed this would earn them a lot. But it took this business about 15 years to become extinct. "In the car industry, it used to take 5 years for the next car and it cut down to 2 years and now it's 17 months for the next edition of the car to come out. Everything is getting shorter and shorter." says futurist Gerd Leanhard and adds "The world is speeding up like an express train." Therefore, the future is, to an extent, predictable but more of an imaginary world. Here are some predictions by some futurists. They agree on some points while there are points where they disagree.

- A majority of your income will come from products and services that do not even exist today.
- I believe, our children will do the jobs that do not exist today.
- I guess, people will completely turn to smart technologies and this will help cope with global warming.
- I imagine that factories without human workers will produce much more.
- Apparently, cars of the future will have less harmful emissions and they will all be eco-friendly.
- Jobs that are related to information technologies will be more popular.
- The role of the teacher will change.
- Robot teachers will be more active.
- Cloud technologies will be in the center of life.
- People will have more time to spend together as robots will do most of the work.
- There won't be any environmental problems in the future.
- Self-driven cars will help us a lot in everyday life.
- Organic farmers will make a fortune.

As the saying goes "future is female", we can hardly come up with correct predictions for most of the time. However, there are those making plans, at least, for the predictable part of the imaginary world.

- Luxembourg is going to introduce automatic money transfer as a safety measure.
- Some EU countries are going to focus on teaching 21st century skills rather than knowledge based content.
- Some municipalities are going to invest more in new forms of transportation.
- Some governments are going to ban GMO (genetically modified organism) foods.

Do you have your personal plans for the imaginary future?

D. The text gives examples of predictions and plans for the future. Now, share your predictions and plans with your friends. Cover as many fields as possible. Try to include predictions and plans for education, jobs, technology, environment, transportation, social life, etc.

E. Now, in the light of the sentences you've heard from your classmates and your own predictions, describe the imaginary future in your mind in a detailed way in a paragraph. The questions below may be of help.

1. What will everyday life be like?
2. Will schools be the same as those today?
3. How will smart technologies impact life?
4. What (kind of) jobs will become more popular?
5. How will people socialize?
6. What kind of advances are likely to take place in medicine, media, education, travel?
7. What forms of energy will be used most?
8. Will robot doctors become a reality?

5 **Listen to the recorded passages about virtual reality and imaginary world and match them to the topics given below. Write the number of the record by each topic title in the box.**
Tapescript 4.1

- ☐ Definition of virtual reality
- ☐ Benefits of virtual reality
- ☐ Actors of the imaginary world
- ☐ Sectors using virtual reality
- ☐ Decisions in the future

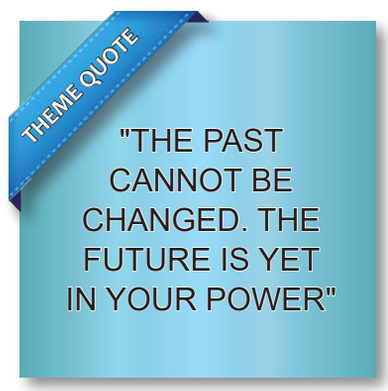
6 **A. Listen and notice the reduced forms of *will* and *will not*. Then, practise them.** **Tapescript 4.2**

Full Forms	Reduced Forms
What will you have?	What'll you have?
I will have the steak, please.	I'll have the steak, please.
She will come to our party tomorrow.	She'll come to our party tomorrow.
Who will go?	Who'll go?
Tom will cry.	Tom'll cry.
I will not be at the school tomorrow.	I won't be at the school tomorrow.
She will not cycle to work.	She won't cycle to work.
We will not listen to the radio.	We won't listen to the radio.

B. Work in pairs. Practise the sentences as in the examples. You can add some more examples, if necessary.

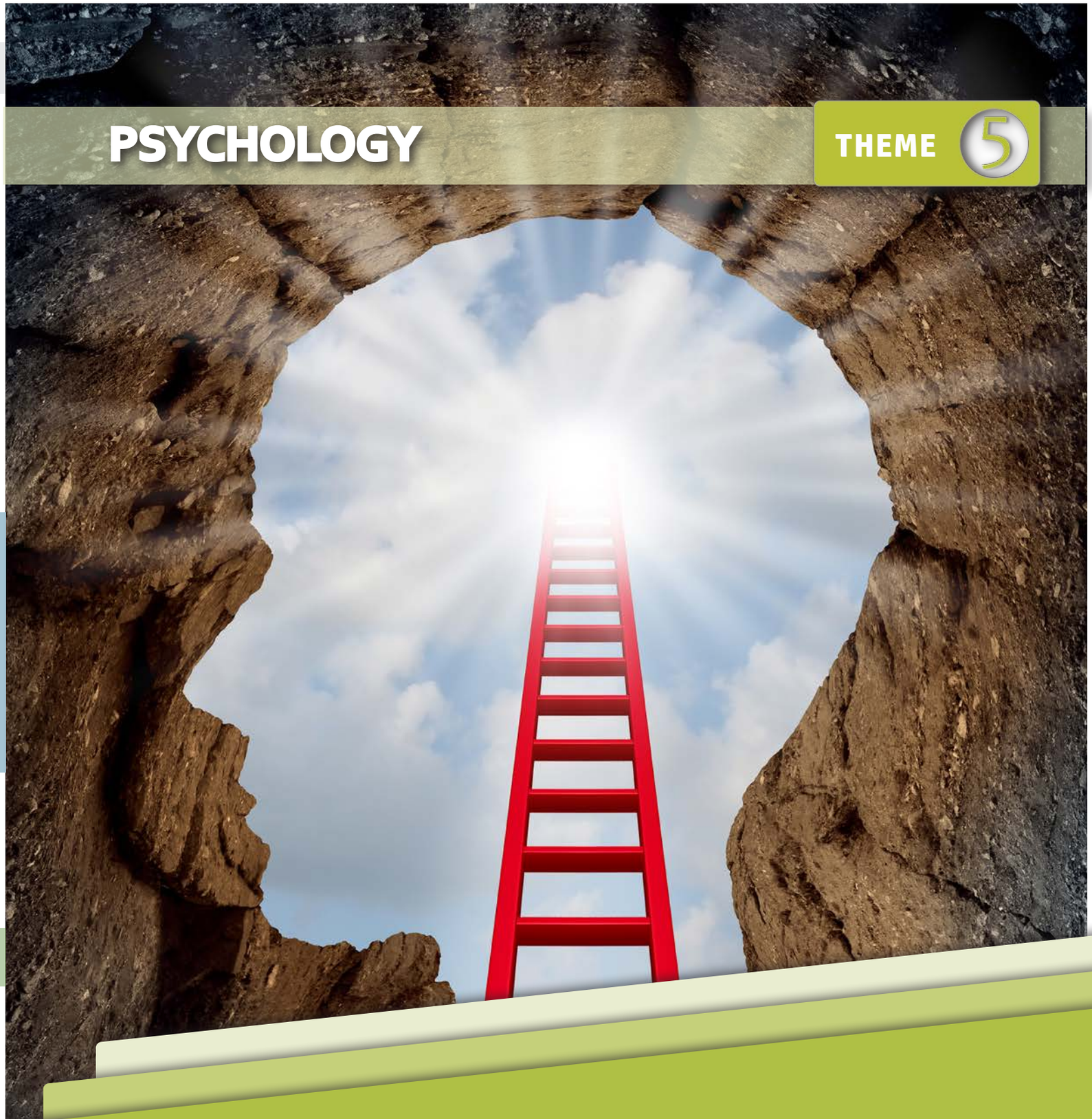
E.g. You : I will come soon. Your friend : I'll come soon. Your friend : Where will we meet? You : Where'll we meet?

1. When will you leave?
2. I will not see her.
3. Who will go by train?
4. Bob will not be at home.
5. I am afraid it will rain.



PSYCHOLOGY

THEME 5



FUNCTIONS

- Describing mood
- Making suggestions to change negative mood
- Following and giving instructions

1 A. Below are words related to moods, mood tones. Work in groups and classify them as positive or negative. Use dictionaries if necessary.

desperate	hopeful	shocked	amused	calm	depressed
blunt	upset	nervous	disrespectful	approving	empathetic
joyful	miserable	sincere	threatening	annoyed	sarcastic
bossy	childish	embarrassed	anxious	excited	humorous

Positive	Negative

B. Look at the flashcards below and describe the moods as in the examples.

E.g. She seems to be confused.
She is rather shocked.
She looks as if she is angry.

2 A. What kind of things do you do for a change when there is a negative mood in your class? Discuss with your friends.

B. Read the dialogue and find out what Mr. Timmons and his students do to change the negative mood.

Mr. Timmons Good afternoon, everyone.
Students Good afternoon, sir.
Mr. Timmons It seems to me that most of you are upset.
Peter We are, sir. We have just had an exam and most of us did badly.
Mr. Timmons Thanks for sharing it honestly, Peter. Honesty is a virtue. We do not expect you to do well in all exams, Peter. These things happen. I suggest you forget about it and focus on the next exam.
Linda If we had a choice now, we wouldn't sit for exams.
Mr. Timmons That's also what we teachers would do if we had the chance, Linda. Anyway, we'd rather do something to change the negative mood here. Any suggestions?
Emma Let's air the classroom and let some fresh air in. It's really stuffy in here.
Mr. Timmons That'll be nice, Emma. Fresh air always helps.
Peter I suggest having a break.
Mr. Timmons I'd love to say yes, Peter but there are rules. We are not allowed to have breaks whenever we want to. I know! Why don't we listen to some music? I already have a nice piece for you as part of the class today.

C. How do you think Mr. Timmons dealt with the problem? Discuss with your friends.

D. Below are some of the dialogues Mr. Timmons had with some students to change moods that day. Act them out with your partner, using the mood tone given in brackets. Alternatively, you can use your own mood tones and ask your friends for their comments.

Mr. Timmons First of all, calm down, guys! (determined)
Linda We can't, sir. (sad)

Mr. Timmons Take a deep breath and listen to me carefully. (calm)
Eric OK. I will. (uneager)

Mr. Timmons Please, stop complaining! (nervous)
Martin OK. I will try, sir. (respectful)

Mr. Timmons Hey, Dorris, see me in private after class. (annoyed)
Dorris Sure. (neutral)

Study the following statements from the dialogue and circle the best choices to complete the sentences about the rules below them.

"I suggest you forget about it and focus on the next exam."
"Let's air the classroom and let some fresh air in."
"I suggest having a break."
"Why don't we listen to some music?"

1. The statements above are used to express...
   a. advice
   b. suggestions
2. The expressions 'I suggest' can be followed by...
   a. a clause with the bare form of the verb
   b. infinitive forms
   c. gerund forms
   d. imperative forms

3 **A. Below are expressions with negative moods and suggestions for each of them. Match the situations to suggestions.**

- ☐ I feel nervous these days.
- ☐ I'm in despair. I don't know what to do.
- ☐ I can't help feeling excited. My lips are dried out.

1. Why don't you seek professional help? There is always a way out.
2. Chill out! Let's go and get a drink.
3. Meet your friends and relax.

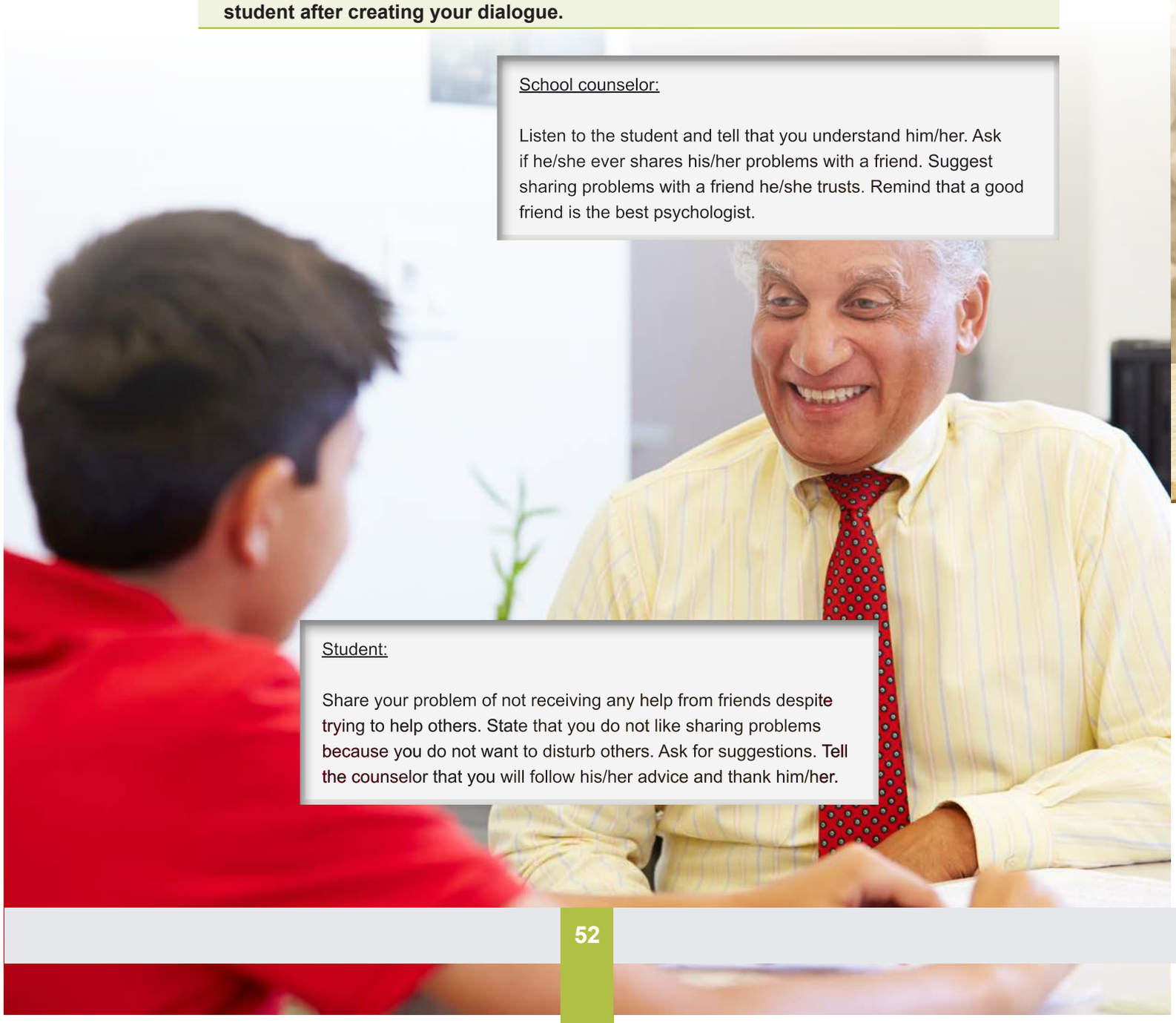
B. Now, listen to Mrs. Calmer, talking to different clients and make a list of the suggestions she makes to change the negative moods of her clients. **Tapescript 5.1**

1. Suggestion/s for client 1: _____
2. Suggestion/s for client 2: _____
3. Suggestion/s for client 3: _____

C. Work in pairs. Look at the role cards below and role-play a school counselor and a student after creating your dialogue.

School counselor:

Listen to the student and tell that you understand him/her. Ask if he/she ever shares his/her problems with a friend. Suggest sharing problems with a friend he/she trusts. Remind that a good friend is the best psychologist.



Student:

Share your problem of not receiving any help from friends despite trying to help others. State that you do not like sharing problems because you do not want to disturb others. Ask for suggestions. Tell the counselor that you will follow his/her advice and thank him/her.

4 **A. Below are statements by different people about their moods. Read them and decide which of the items in the box on the left they depend on. More than one option is possible.**

1. A song
2. Lyrics/A poem
3. A painting/picture
4. A movie scene

_____ The melody is rather depressing.
_____ The moon is associated with serenity so this image makes me feel calm and relaxed.
_____ The whirlpool reminds me of confusion and despair. I feel desperate.
_____ His raising the cup made me joyful.
_____ I got nervous when I heard the lyrics as they caused me to recall those times.

B. Describe your mood based on the following song lyrics or picture through a piece of writing. Use sentences like those in Part 4 A.

Beautiful Ohio
I sailed away;
Wandered afar;
Crossed the mighty restless sea;
Looked for where I ought to be.
Cities so grand, mountains above,
Led to this and I love.
Beautiful Ohio, where the golden grain
Dwarf the lovely flowers in the summer rain.
Cities rising high, silhouette the sky.
Freedom is supreme in this majestic land;
Mighty factories seem to hum in tune, so grand.
Beautiful Ohio, thy wonders are in view,
Land where my dreams all come true!

5 **A. Below is an anonymous poem. In pairs, read it and discuss what kind of a mood tone it leads to. Once you have decided, read it aloud to your friends by reflecting its tone and ask for their comments.**

Don't Quit
When things go wrong, as they sometimes will,
When the road you are trudging seems all up hill,
When the funds are low and the debts are high,
And you want to smile, but you have to sigh,
When care is pressing you down a bit,
Rest! If you must; but don't quit.

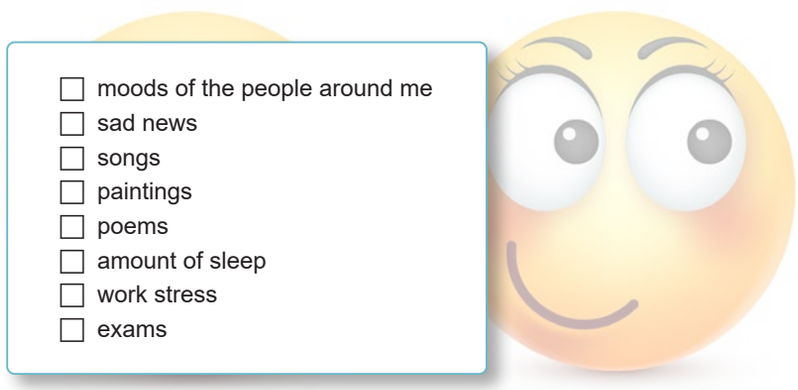
B. Listen to the people speaking and try to guess their moods. Circle the words that describe their moods, tones. More than one option is possible. Tapescript 5.2

Speaker 1	a) frustrated	b) calm	c) joyful
Speaker 2	a) elated	b) excited	c) nervous
Speaker 3	a) excited	b) motivating	c) disappointed
Speaker 4	a) desperate	b) elated	c) optimistic

6 **A. Discuss the impacts of songs, paintings, photographs, films, etc. on people's moods. Give examples from your own life.**

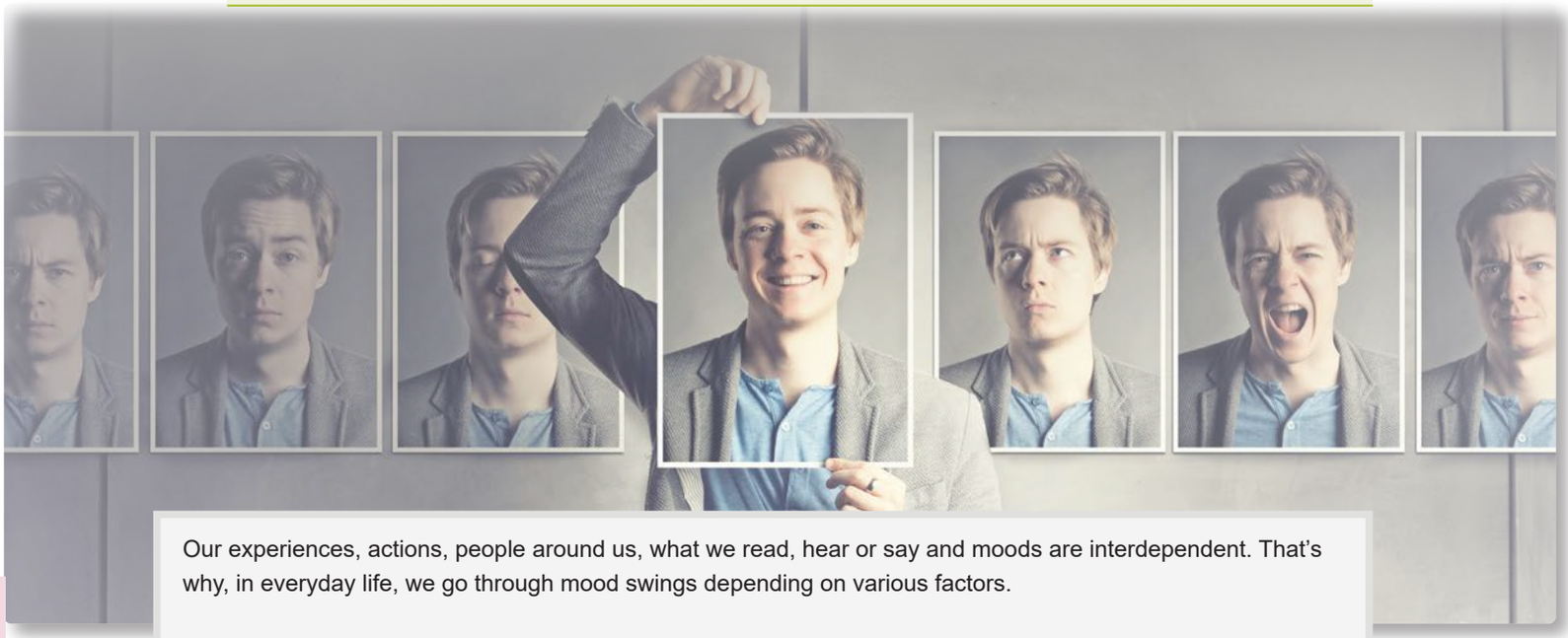
B. How do the following impact your mood? Write the number representing the amount beside each.

4: very much
3: quite much
2: a little
1: not at all



- ☐ moods of the people around me
- ☐ sad news
- ☐ songs
- ☐ paintings
- ☐ poems
- ☐ amount of sleep
- ☐ work stress
- ☐ exams

C. Read the text and find out whether you are aware of the factors impacting your moods.



Our experiences, actions, people around us, what we read, hear or say and moods are interdependent. That's why, in everyday life, we go through mood swings depending on various factors.

The lyrics of a song, something we overhear, a painting we walk by, a joke from a friend can radically change or impact our moods. When we are in a good mood, we have positive interactions, we become more creative and effective. However, people who are in a bad mood or demoralized are less likely to perform well at work or make a good impression. Too much of mood swings in a day is considered to have negative effects on everyday life, as well. Being aware of the factors that impact our moods and mood swings or what triggers them is vital for a balanced and positive lifestyle. Some of the major factors and descriptions are here:

Factors influencing moods:	Descriptions:
• Diet	Some food and flavors like hot and spicy ones lead to negative, aggressive moods.
• Sleep	Sleep problems, disorders are known to make your mood states unstable. Getting a good night's sleep is vital in many respects.
• Lifestyle	A well-known and healthy lifestyle leads to happy and healthy mood states. If you have an unhealthy lifestyle, it will make you agitated, irritated and restless.
• Social impacts	People or the crowd around you influence your mood. If the people around you are in a good mood, you will feel the same or vice versa.

It is obvious that eating healthy, sleeping well, exercising and socializing with good people are all vital and necessary in maintaining a good lifestyle. However, if you are often experiencing negative moods or mood swings, remember that one or some of the above factors may be the reason/s underlying. You'd better seek professional help.

D. Below are some people with their problems. Read the text and write the reasons underlying beside each statement. More than one option is possible.

1. John has displayed unstable mood statements, recently. _____
2. Mary is agitated and rather irritated these days. _____
3. Jack complains about his moods in his new friend circle. _____
4. Josh was in a negative, aggressive mood last week. _____

7 A. Listen and study the intonation of the sentences below. Tapescript 5.3

Choices (Alternative questions)	Rising and falling	Do you want to go to Rome or Paris?
Lists	Rising, rising, and falling	I saw Jack, Sue and Marry
Conditional sentences	Rising and falling	If it is rainy today, we can't go on a picnic.

B. Read the sentences below, determine and draw arrows for the intonation patterns of the sentences as in Part 7 A.

1. Today was wet, cold and cloudy.
2. If you study very hard, you will pass the exam.
3. Do you want to buy a book or borrow it from the library?
4. I would like to have pizza, coke and chips.
5. She was tired, cold and had a headache.
6. If Jane speaks English better, she can find a better job.
7. If you tell me about your problem, I can help you.
8. Are you coming or going?
9. Would you like a house or flat?

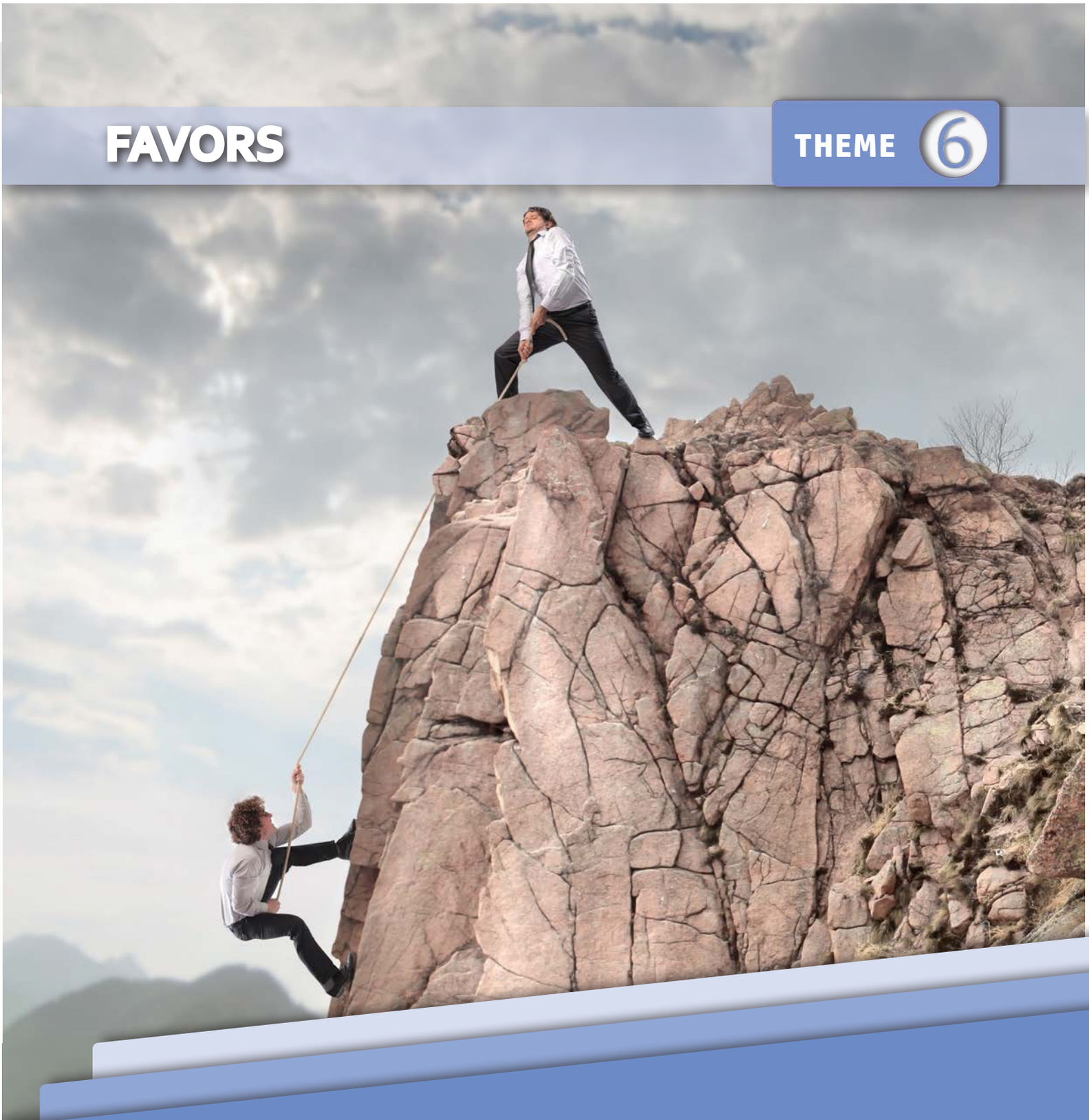
C. Listen and check your answers. Tapescript 5.4

THEME QUOTE

"SHARED JOY IS A DOUBLE JOY, SHARED SORROW IS A HALF SORROW"

FAVORS

THEME 6



FUNCTIONS

- Making requests
- Accepting and declining requests
- Asking for and responding to favors

1 A. For which of the following do you make requests more often in everyday life?

- ☐ asking for directions
- ☐ asking somebody to do a favor
- ☐ asking about the price
- ☐ booking a room/ticket/table etc.
- ☐ ordering something
- ☐ asking for clarification

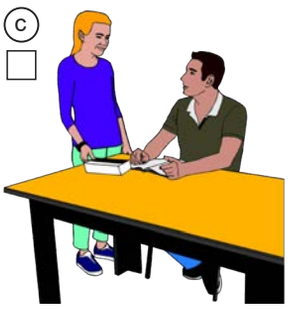
B. Listen to eight dialogues and write the correct dialogue numbers into the boxes.

Tapescript 6.1

a ☐

b ☐

c ☐



d ☐

e ☐

f ☐

g ☐

h ☐

C. Listen to the dialogues again and tick the expressions related to making requests you hear. Tapescript 6.2

1. ☐ Would it be possible to...?
2. ☐ Could you please...?
3. ☐ Do you think I could...?
4. ☐ I was wondering if you'd mind...
5. ☐ Is it alright if I...?
6. ☐ I was wondering if you could...
7. ☐ Would you mind if I...?
8. ☐ Does anyone mind if I ..?
9. ☐ Is it OK if you...?
10. ☐ Do you happen to...?
11. ☐ Could you possibly...?
12. ☐ Would you mind...?
13. ☐ Can I...?
14. ☐ Could I ask...?

2 A. Read the dialogues and find out how many different ways of making requests David uses to convince uneager Kevin to help with homework.

David Good afternoon, Kevin. How is that summary coming along? Would you mind sending it to me when it's finished?
Kevin Yeah, sure. I can do that.
... a few days later
David So Kevin, is there any chance you could send me that summary you've been promising me?
Kevin OK. I'll do my best.
... the next day
David Well, Kevin. Are you OK to send that summary to me soon?
Kevin Yeah, sure.
... a couple of hours later
David So Kevin, that summary we were talking about earlier, I'd appreciate it if you could send it over to me.
Kevin I'll try.
... an hour later
David So, Kevin, if you could send me that summary before the deadline, that would be really great.
Kevin Right, I'll do my best.

B. Listen to the dialogue between Helen and Sarah and complete the missing parts.

Tapescript 6.3

Helen Hi Sarah. I've got (1) _____ to ask. (2) _____ cooking dinner tonight? I will stay late at work.
Sarah (3) _____, Helen. What would you like?
Helen (4) _____ trouble you to make some soup?
Sarah (5) _____ good. Let's eat delicious soup tonight. What kind of soup should I cook?
Helen Would it be too much (6) _____ for you to cook tomato soup?
Sarah No, that's easy. Yummy. Good idea.
Helen Thanks, Sarah. That really (7) _____ me out.
Sarah No problem. It would be (8) _____.

C. Work in pairs. Choose one of the given situations and prepare a dialogue. Then, act it out.

1. You are on vacation alone. You'd like to have a picture of yourself with that beautiful view. You see a stranger. You ask him/her to take a picture of yours. And that person accepts your request.
2. Your friend is going to the canteen. You ask him/her to get a bottle of water for you. Your friend accepts/declines your request.
3. You are busy writing an essay and you can't find your dictionary. You ask your deskmate to hand you his/her dictionary for a minute. Your friend declines your request saying that she/he needs it at that moment.

3 **A. Look at the posters below and write down the purpose of each one.**

1
GIVE LIFE
Since 1960
Change the life of people who have no hope!
UNIVERSITY STUDENTS will be together to raise AWARENESS ABOUT ORGAN DONATION.
VENUE: City Hall, Chicago
When: 13th October 2018
Time: 20.00

_____

2
LET'S SAVE OUR MOTHER!
GREEN IS FOR HOPE!
With the participation of Dr. Jacob Mahmood
AT THE MAIN HALL, LONDON
15TH JUNE, 2018
21.30

_____

3
A TOUCH FROM HEART
THE BIGGEST CHARITY ORGANIZATION EVER!
I HAVE A DREAM!
We will sell our homemade cakes for donation. Join us!

_____

4
YOU ARE INVITED TO OUR ANNUAL CHARITY ORGANIZATION!
Loyal Friends Charity
I AM YOUR FRIEND!
We will come together to raise donations for street animals.
October 25 - 8 pm - City Hall

_____

B. Read the announcements on posters and answer the following questions.

1. Who are invited to the organ donation organization? _____
2. What is the main event of A Touch from Heart? _____
3. Which charity organization has a featured guest? _____
4. Where will the animal lovers come together? _____
5. What time will the members of Loyal Friends Charity meet? _____

C. Study the posters and tick the items they have in common.

- ☐ name of the guest
- ☐ events
- ☐ target group
- ☐ purpose
- ☐ name of the charity organization
- ☐ venue
- ☐ date
- ☐ slogan/motto
- ☐ time
- ☐ donation amount

D. Imagine that you are a member of a charity organization. Write an announcement to invite people to an event of your charity organization. Then, design your poster. Try to include the items in Part 3 C.

4

A. Study the notes.

Yod coalescence means a version of assimilation, blending of the 'y' sound with the 'd'

/d/ + /j/ = [dʒ]

Would you help me with my homework?
/wʊdʒu hɛlp mi wɪð maɪ ˈhoʊmˌwɜrk?/

Would you give me a glass of water, please?
/wʊdʒu gɪv mi ə glæs ʌv ˈwɔtər, pliz?/

Could you turn on the light?
/kʊdʒu tɜrn ɑn ðə laɪt?/

Could you help me?
/kʊdʒu hɛlp mi?/

B. Read the sentences and identify places where yod coalescence may occur. Then, listen and check. **Tapescript 6.4**

1. Would you repeat your answer?
2. Could you speak louder?
3. Would you lend me your book?
4. Could you buy two tickets?
5. Could you help me to carry these boxes?
6. Would you have lunch with us?

C. Work in pairs. Make requests using 'Would you …/Could you …?'. Practise yod coalescence through them.

5 A. Discuss the following questions.

1. What are the aims of charity organizations?
2. Have you ever participated in a charity event?
3. Which of the following types of charity organizations would you like to support?

- ☐ Animal charities
- ☐ Environmental Charities
- ☐ NGOs (Non-governmental organizations)
- ☐ Health Charities
- ☐ Education Charities
- ☐ Arts&Culture Charities

B. Have you heard of Darüşşafaka Schools? Take a quick look at the first part of the text and find out the mission of the foundation.

Touching the Lives of Children in Need by Heart

Darüşşafaka is Turkey's first private school opened by a non-governmental organization. It gives an opportunity of quality education to underprivileged students whose mothers and, or fathers are deceased. It has undertaken the mission of changing lives through education and provided a modern education for thousands of students since 1863. After the graduation from high school, it also provides the students who continue their education in university with a scholarship.

Darüşşafaka adopts the idea that the development of any country depends on the development of its people. Thus, the foundation aims to raise individuals who are adherent to Atatürk principles, lifelong learners, inquirers, modern, self-confident and responsible for the society.

Only the students who have passed the Darüşşafaka admission examination are accepted by the schools. And, today, there are around 1000 students who are having education at Darüşşafaka Schools in Maslak with a full scholarship for boarding education, for a period of 9 years. In order to bring up well-raised individuals, Darüşşafaka schools provide their students with various social and cultural activities and use English as the official education language.

C. Read the text above and answer the following questions.

1. When was the Darüşşafaka Organization founded? _____
2. What is the idea the organization is led by? _____
3. What is the aim of the organization? _____
4. What is required to be a student in Darüşşafaka Schools?

_____

D. Read the second part of the text in Part 5 B and fill in the blanks in the following sentences with the specific information required.

HISTORY OF DARÜŞŞAFAKA

Veteran Ahmet Muhtar Pasha, Vidinli Tevfik Pasha, Sakizli Ahmet Esat Pasha and Ali Nâki Efendi **established** the foundation under the leadership of Yusuf Ziya Pasha, who was a great mathematician, soldier and politician of his time.

The reason why it was founded was to provide resources for the education of craftsmen at the Grand Bazaar. At first, the foundation restored old Valide Mektebi in Beyazıt in 1863 and used it as a school for years. But, the original school building was designed by Italian architect Barironi and Ohannes Kalfa, the architect of Dolmabahçe Palace, and was constructed in Fatih, İstanbul. Equipped with the latest technology, the school opened its doors on June 29, 1873 as a private, boarding and non-profit school. 120 years later, in 1994, Darüşşafaka moved from its historical campus in Fatih to its new and modern campus in Maslak. At first, Darüşşafaka accepted students whose fathers were **deceased** for 149 years. After the amendment in the law in 2012, students with deceased mothers could also be accepted. Thus, for the first time in 2012-2013 academic year, students whose mothers were deceased **joined** Darüşşafaka schools.

Because of its mission, many organizations, foundations and important individuals have supported Darüşşafaka by **donating** money, participating in the charity organizations or promoting its campaigns since the day it opened its doors to educate. Moreover, some notable soldiers, noted poets, authors, scholars and artists **volunteered** to teach at Darüşşafaka from time to time. Some of them were Namık Kemal, Agah Efendi, Ahmet Mithat, Salih Zeki and Yahya Kemal Beyatlı.

1. Darüşşafaka was founded under the leadership of _____ .
2. Its first building was opened in Beyazıt in _____.
3. The famous Italian architects, _____ and _____ designed the new building in Fatih, İstanbul.
4. The school opened its doors on _____ as a private, non-profit school.
5. In _____, it moved to its new building in Maslak.
6. In _____ academic year, students who lost their mothers could join the education, for the first time in history.

E. Reread the text above and guess the meanings of the words in bold. Then, match them to their definitions.

☐ 1. establish	a. to offer to do something without being forced to do it or without getting paid for it
☐ 2. decease	b. to give money, food, clothes, etc. to somebody/something, especially a charity
☐ 3. join	c. to start or create an organization, a system, etc.
☐ 4. donate	d. to die
☐ 5. volunteer	e. to become a member of an organization, a company, a club, etc.

6 A. Read the dialogue between Jennifer and Kate and find out what kind of a favor Kate asks Jennifer to do.

Kate Oh, hi, Jennifer, how are you doing?
Jennifer Hi, Kate. I'm fine.
Kate Um... Jennifer, have you got a minute?
Jennifer Yeah, sure.
Kate I'm not disturbing you, am I?
Jennifer No, no, no.
Kate OK. I don't know if I told you that I'm going on holiday next week for a couple of weeks.
Jennifer Oh, cool. That's very nice.
Kate Yes, and I was wondering if I could ask you a big favor.
Jennifer Of course, what is that?
Kate Would you mind watering my plants while I'm away?
Jennifer Yeah, that's fine. Sure.
Kate Ah, sweetheart. Thank you so much.

B. Work in pairs. Read the expressions of declining and accepting requests below and decide whether they are formal or informal. Write (I) for informal and (F) for formal, in the boxes.

☐ Yes.	☐ My pleasure.	☐ That's fine.
☐ I'd be happy to but ...	☐ Uh-huh.	☐ No, you can't.
☐ No, no, no.	☐ Sure!	☐ Help yourself!
☐ I'd be happy to.	☐ I'm afraid I can't.	☐ No, I'm sorry.
☐ Okay.	☐ I'd be glad to.	☐ Yes. Of course.
☐ No problem.	☐ Doesn't matter!	☐ Never, ever!

C. Listen to three different dialogues about favors and decide whether the expressions of accepting and refusing are formal or informal. Tapescript 6.5

	Formal	Informal
Dialogue 1		
Dialogue 2		
Dialogue 3		

D. Decline or accept the requests below depending on whether they are formal or informal.

"Could you please open the door?"	Decline
"Would you mind turning down the heater?"	Accept
"Can I borrow your laptop?"	Decline
"Will you please help me carry these bags?"	Accept
"Would you mind if I turned the volume up?"	Decline
"Would you please pass me the shaker?"	Accept
"Will you shut down your computer?"	Decline

7 **A. Do you know how to support charity organizations? Read the campaign poster below and answer the questions.**

Give a Hand

Any support will broaden horizons of our students.

- *Become 'a big parent' with small donations.*
- *Become 'a donor' for their educational expenditures.*

Have you ever taken part in a charity organization actively?

Have you ever donated money to a charity organization?

B. Below is an application letter. Take a quick look at it and find out its purpose.

American University Women Charity Foundation
Harvard University College Scholarship
537-565 Somerville Ave
Somerville, Massachusetts
02143

Karen Campbell
Gral Francisco R. Murguía
Zacatecas, Mexico
98350
12.01.2018

RE: Application for Harvard University College Scholarship cover letter

Dear Susan,

I was so excited when I first read about the $10,000 scholarship that American University Women Charity Foundation gives to one lucky college student. My goal is to go to Harvard University to pursue an engineering degree. It has always been my passion to become an engineer ever since I was a little girl. My father was an engineer before his tragic decease, and he was a very successful one and was respected very much by his colleagues. By completing my engineering degree, I feel that I will not only further my career but also pay tribute to my father who gave his life for his calling. Being an engineer means everything to me.

I graduated from Lexington High School in 2017 with honors. I took a year off to travel and see the world, but now I am ready to get back to school. I was an outstanding student at my high school. I was a member of the future scientists club. I was the school valedictorian and tried to get involved in any extracurricular activity that the school offered, as much as possible. I believe in self-fulfillment both at academic and social levels.

I know that, as American University Women Charity Foundation, you will receive thousands of applications for this scholarship. I believe that you will consider my application and allow me to fulfil my dream of being a successful engineer. The field is challenging and it has difficult classes; however, I feel that I will have no problems arising to this challenge. To be an engineer means everything to me. However, with the expenditures of room, transportation, books and all the other basics, it is going to be a big ticket. I appreciate your consideration.

Looking forward to hearing from you.

Your sincerely,
Karen

C. Reread the application letter and study its organization. Then, reorder the jumbled steps of writing an application letter for a scholarship.

- ☐ Convincing why they should provide you with that scholarship
- ☐ Description of your situation
- ☐ Purpose of your letter
- ☐ Salutation
- ☐ The reason why you are writing the letter
- ☐ Your strengths, successes and interests
- ☐ Expressing that you're waiting with curiosity
- ☐ Closing

THEME QUOTE

"WE SECURE OUR FRIENDS NOT BY ACCEPTING FAVORS BUT DOING THEM"

D. Think about your dream and write an application letter addressing to the scholarship announcements below. Remember to place the date and addresses as in the sample letter.

CHICAGO ART LOVERS ORGANIZATION DANCE SCHOLARSHIP

100 confident dancers are wanted!

Talent is required!

ALL EDUCATION EXPENSES will be met by the ART LOVERS ORGANIZATION!

THE RICHESTS' ORGANIZATION ANNOUNCES:

WE SEEK FOR 10 GENIUSES!

$ 500.000 Award for each!

A chance to have an education at any university in the world with a full scholarship!

HEATLHY MINDS FOUNDATIONS, BARCELONA

REAL SPORTSMEN ARE NEEDED!

Talent and self-discipline will be rewarded!

$ 20.000 will be awarded annually throughout your university education.

NEWS STORIES

THEME 7

FUNCTIONS

- Narrating a past event/experience
- Talking about sequential actions

1 **A. What kind of patients are connected to a life support unit?**

B. Would you let doctors disconnect a beloved one from the life support unit if they asked you to? Discuss with your friends.

C. Below is a news story that was covered by a newspaper in the US. It is about a Turkish woman. Read it and answer the questions.

REFERENCE POST

World - Business - Finance - Lifestyle - Travel - Sport - Weather

Issue: 240104 THE WORLD'S BEST SELLING NATIONAL NEWSPAPER Est - 1965

First Edition Monday 5th June

THREE WEEKS at the INTENSIVE CARE UNIT

When the villagers heard the sirens of an ambulance in a village in southern Turkey in a spring morning of 2017, they started to wonder who it was as it was probably for a neighbor or an acquaintance from the village. The village square was crowded with those who had rushed to

figure out what was happening. Soon, the sad news spread around. Fatma had fallen on the ground while she was working in the garden. For that was all that the villagers heard, they were still wondering the truth. That's why her daughter Sultan's cell phone kept ringing all the time while she was waiting at the door of the intensive care unit of the hospital. The doctors diagnosed a coronary failure and it was fortunate that she was brought to hospital soon after her collapse as it took less than 5 minutes for her husband to find her lying still on the floor and call the emergency. Due to the seriosity of the heart problem, Fatma was soon connected to a life support unit. Meanwhile, all the family members, relations and villagers were saying prayers for a miraculous recovery. After everything had been done, the doctors told the family members that it was impossible for her to recover and there was not even a slightest chance of survival. They asked the family members to make the decision on disconnecting her from the life support unit, which meant the decision on her death. The family members gathered together and couldn't agree. They decided to wait for some more time. A couple of days later, nothing had changed. The doctors asked for the decision once more. This time, they let them unplug the life support unit in tears. Just as one of the doctors unplugged the unit, Fatma moved her eyelids. The doctors couldn't believe their eyes. From that moment on, the health staff and the family worked day and night patiently and in cooperation for Fatma's recovery. In the end, they won. Fatma is healthy and back home in her village, now...

1. Why were the villagers worried? _____
2. What did Fatma suffer from? _____
3. Why was Fatma connected to the life support unit? _____
4. How did the doctors feel when Fatma moved her eyelids? _____

D. Below is a jumbled list of the events in the news story. Work in pairs and put them into the correct order.

- ☐ Fatma moved her eyelids.
- ☐ A doctor unplugged the device.
- ☐ The family let the doctors disconnect Fatma from the life support unit.
- ☐ Fatma fell on the ground.
- ☐ People gathered together in the village square.
- ☐ Her husband found her lying still and called the emergency.
- ☐ The ambulance arrived.
- ☐ Fatma recovered miraculously.

E. The reporter who interviewed Sultan to learn the details of the news paraphrased some statements for the newspaper. Work in groups and decide on Sultan's original statements. Refer to the news story and circle the better option in italics.

1. *When/Before* my mother collapsed, she was working in the garden.
2. As I was waiting at the door of the intensive care unit, villagers kept calling me because they *knew/didn't know* the truth.
3. *Before/After* the doctors told the family members it was impossible for her to recover, they had tried everything.
4. My mother was able to move her eyelids *as soon as/before* the doctor unplugged the unit.

Compare Sultan's original statements in Part 1 E to the paraphrased forms in the news story and circle the choices that are true about paraphrasing.

While paraphrasing a statement ...

a. synonyms and antonyms can be used.
b. alternative phrases and grammatical patterns can be used.
c. the general meaning of the statement changes.
d. all the specific details are kept the same.
e. some parts can be removed, omitted or replaced.

2

A. Below are some statements with their paraphrased forms. Work in groups and study the pairs to find out how paraphrasing was achieved. Write the change/s in brackets, as in the examples.

E.g.

1. While Jane was walking down the street, she bumped into an old friend.
   When Jane encountered one of her old friends, she was walking down the street. (synonyms, alternative grammar patterns)
2. Jane woke up to the noise from the construction workers at 7 am. on Sunday morning.
   The noise from the construction workers caused the girl to wake up early on Sunday morning. (alternative grammar patterns, omission, replacement)

1. The reason why I have come here is to help you.
   I have come here to help you. (_____)
2. He took up yoga and this helped him recover soon.
   If he hadn't taken up yoga, he wouldn't have recovered soon. (_____)
3. He was honest. This affected the director's decision.
   The director considered his honesty while making his decision. (_____)

B. Imagine that you are a reporter and you have interviewed Oumar Hoidini, an earthquake survivor, for a story in your newspaper and below is what he told you about his experience. Paraphrase the story before submitting it to your editor.

The earthquake hit the area while most were asleep, just before the dawn, at a September night. There was no electricity, no food, no water, no mobile phone signals. All I had under the debris was a small space and oxygen.

It was far too late when I noticed the truth. I mean, the earthquake. The building had collapsed. Even though I was in a terrible situation, I tried to remain calm and patient. I never lost hope. I don't know why. Perhaps, it was because I believed that some people, rescue teams or one of the beloved ones could get me out of the building. I just sat down and waited. I had time for reflection about what my life had been like. I also thought about how I would appreciate each moment of life if I survived. Suddenly, I heard some dogs barking. It took the rescue teams about an hour to spot and take me out after that. Now, I know what life means and just laugh at those who hurt others for anything.

C. Work in pairs. Find the answers to the questions in Oumar Houdini's story.

1. What time was it? _____
2. What were people doing? _____
3. Did anything change the course of events? _____
4. What happened at the end? _____
5. What happened?/What was the problem?/What were the main events?

   _____
6. What were the reactions?/What did the people involved do?/How did they react?

   _____

D. Write a news story or a past experience using the template below. Try to include answers to the questions in Part 2 C in your writing. Alternatively, you can write an imaginary story.

BACKGROUND

MAIN EVENT/ACTIONS

ENDING

Time/Place/ What was happening?

What interrupted?/What happened next?/What were the other events/actions of the plot?

Resolution

3

A. Why do you think Naim Süleymanoğlu was called 'The Pocket Hercules'?

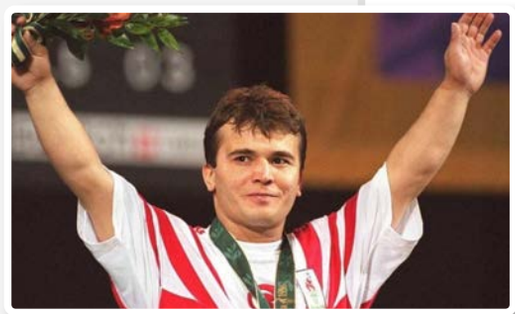
B. Listen to the first part of a record about Naim Süleymanoğlu and list the main events with their sequences. Tapescript 7.1

C. Below are some cohesive devices. They are used to link ideas in a logical way and they have different functions in terms of what they express. Work in pairs and match the cohesive devices to the functions on the right.

Cohesive Devices		Functions (What is expressed)
similarly	furthermore	comparison
first	then	addition
second	after	sequencing
and	also	result
so	as a result	qualifying
therefore	however	
likewise	next	

D. Listen to the second part of the record about Naim Süleymanoğlu and complete the text below with cohesive devices. Tapescript 7.2

It was good enough for an exceptionally bright career. (1) _____, things suddenly started to go wrong for Naim. (2) _____, the Bulgarian Government of the time boycotted Los Angeles Olympic Games. (3) _____, he missed his first chance at Olympic success. (4) _____, assimilation policies against Bulgaria's Turkish minority were being carried out. (5) _____, Naim was not happy at all. In the meantime, Naim Süleymanoğlu was forced to change his name to 'Naum Shalamanov'.



Naim had made his decision before the Weightlifting World Cup in Melbourne in 1986 where he won the gold medal in 60 kilogram category. Just after he had won the medal, he used a brief moment when he was not monitored by the Bulgarian delegation to be taken out of the building by Turkish agents. (6) _____, he was brought to Turkey immediately with a private jet. Suddenly, he became the subject of newspaper headlines all around the world.

As the crisis with Bulgaria resolved, Naim started to compete under the Turkish flag. Now, he was happy at home and made a unique worldwide reputation with six world and nine Olympic medals.

4

A. Have you ever heard or experienced a drive under difficult weather conditions? If so, share it with your friends.

B. What kind of precautions can we take before we start a long journey by car to minimize risks?

C. Read the text and answer the questions.

It was a warm day with plenty of sunshine in early spring when we set off for the capital excitedly to watch a Championships League match. As we were driving on the steep slopes on our route, the warm weather, together with the sunshine, disappeared and suddenly it started to hail. The ice cubes were as big as cubes of sugar. We didn't know what to do. It was getting worse and worse. We could hardly see the road. We took a deep breath when we saw a stopover on the right and took shelter in there. Before the hail started, we had already decided to have lunch at a restaurant nearby. However, while we were having lunch and expecting the hail to die down, it turned into snow. At first, we thought it wouldn't last for a long time and enjoyed our drinks. Meanwhile, it got even heavier and two hours later, all the roads were completely covered with snow. Each snow flake caused us to lose our hopes of watching the match. We tried to keep each other moralized and hopeful despite the possibility of staying there overnight. Fortunately, it stopped and the sun appeared once more in the sky as soon as the snow stopped. Soon after this, it melted and we hit the road again. The fear was replaced by smiles on our faces. After we had driven for 2 more hours, finally, we arrived in Madrid and started to count down for the Championships League match that night. We strolled the city for a short time and then went into the stadium. We got involved in the exciting atmosphere of the stadium and when the match started, we had forgotten about all the difficulties on the road.

1. What strange thing did they experience while driving?

   _____

2. Why were they lucky?

   _____

3. How did they feel at the stadium?

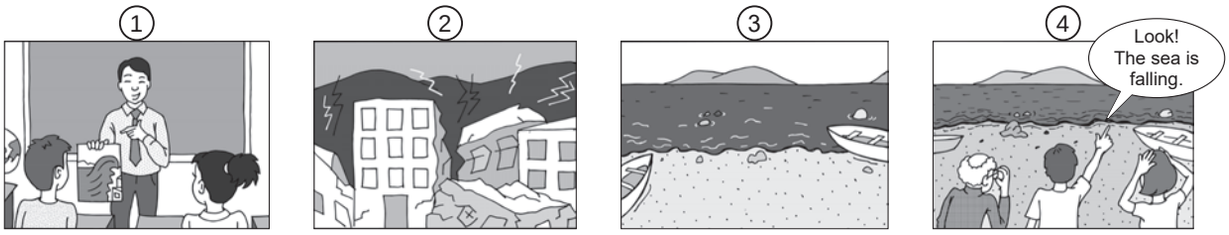
   _____

D. The table below has the three parts of the narrative you have read. Work in groups and fill in the table with a list of the characteristic, key words (sequencers, cohesive devices, verbs, etc.) special to each part of the story.

Setting (the environment, time and place, in which the story takes place)	Main Event/Climax (a series of events, conflict, the story's high point)	Ending (resolution)

5

A. The illustrations below tell a news story that took place in a village of Indonesia. Work in pairs and make a presentation based on the story. The expressions in the box may be of help.



then/next	came true	thanked	happened	explained everybody
suddenly	had already learned	rushed to the summit	realized the tsunami indicators	

B. Jot down some notes about a past experience or an event in the past considering the setting, climax and resolution and narrate it to your friends.

6 A. Study the notes about sentence stress.

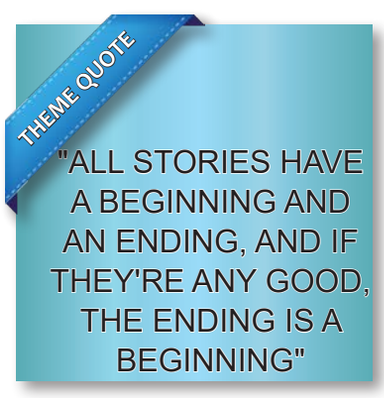
Content words are usually stressed.		Structured words are usually unstressed.	
nouns	book, Jason	pronouns	I, we
main verbs	buy, go	articles	a, an
adjectives	blue, handsome	auxiliary verbs	do, can
adverbs	always, slowly	conjunctions	and, but
demonstratives	this, that	quantifiers	many, some
negatives	can't, won't	verb 'to be' as a main verb	am, is
numbers	two, thirteen	prepositions	from, to
wh- questions words	what, when	possessive adjectives	my, her

B. Listen and focus on the sentence stress. Tapescript 7.3

1. Sue and her father drank a cup of coffee.
2. I never wear a white T-shirt on a rainy day.
3. What time do you usually get up at the weekend?
4. She will buy two kilos of apples and a kilo of oranges.
5. I am thirsty. I will drink some water.

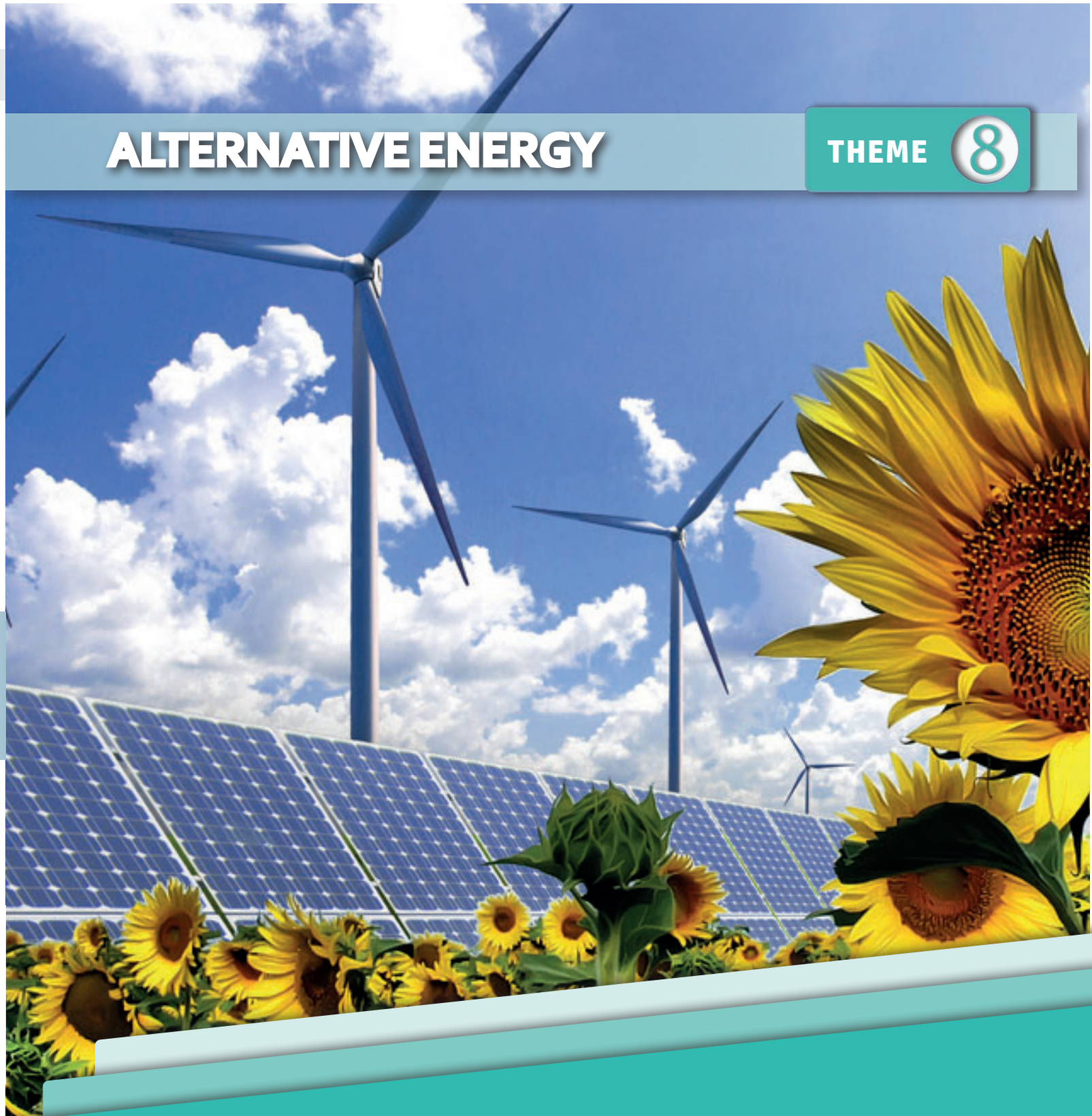
C. Read the sentences and determine the stress of the sentences. Then, listen and check. Tapescript 7.4

1. They were in Rome when the earthquake happened.
2. No, my father is 45 years old.
3. I am from Japan but I live in France.
4. This is Jack's car. It is red and fast.
5. I bought a jacket yesterday but it was stolen.
6. The cute girl was talking to your mother.
7. Morris is having salad and pasta because he doesn't like eating meat.



ALTERNATIVE ENERGY

THEME 8

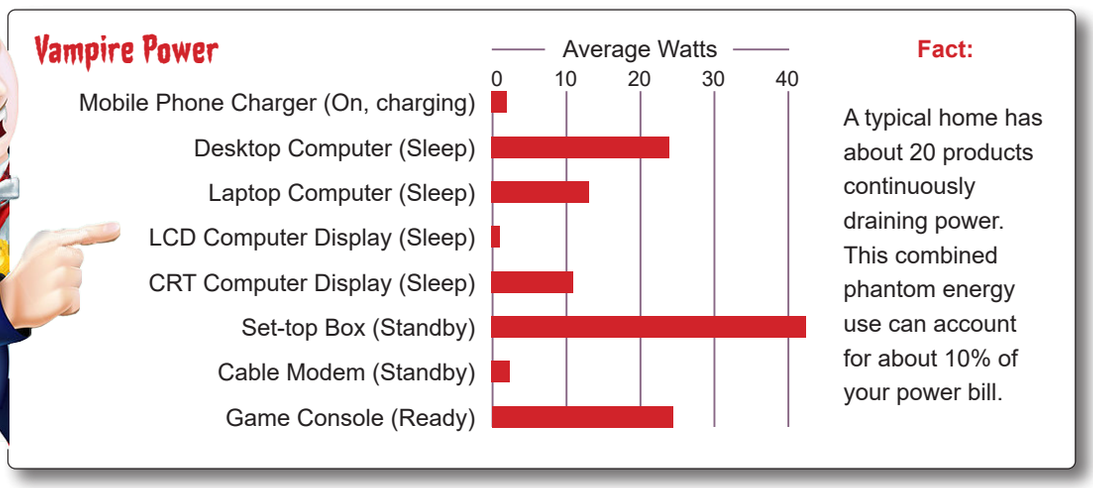


FUNCTIONS

- Describing problems
- Making complaints
- Offering solutions

1 A. Have you heard of vampire power?

B. What does the diagram below tell you about waste of energy? Discuss with friends.



C. Work in pairs. Match the definitions to the phrases.

1. Vampire Power	a. The gases which increase the Earth's temperature by trapping heat in the atmosphere.
2. Carbon Footprint	b. The leakage of energy due to the chargers left plugged into the wall.
3. Greenhouse Gases	c. The sum of all emissions of CO_2 (carbon dioxide), which are caused by your activities.

D. Listen to the dialogue and note down the solutions to the given problems of excessive energy consumption. Tapescript 8.1

Problems	Solutions
Vampire Power	
High Carbon Footprint	

2 **A. Do you know any celebrities who (have) dedicated their lives to environmental solutions?**

B. How important do you think electric cars and solar panels are for the future of our planet?

A LIFE DEVOTED TO SCIENCE AND TECHNOLOGY

If you are one of those who keep up with the latest developments in science, technology, space travel or online payment, you are likely to be familiar with the name Elon Musk. Born in South Africa, now residing in Los Angeles, Musk made an early name for himself by creating an online payment service. He made headlines in May 2012 when one of his companies launched a rocket that would carry the first commercial vehicle to the International Space Station.

He, then, created another company to make affordable solar products to secure lower fixed energy rates for years to come and became a leader of shaping the future technology. He is also the co-founder, CEO and product architect of a company which is working on affordable mass market electric cars as well as battery products.

With his team, he has recently introduced a new semi truck which boasts 500 miles of range. It can extend to 1 million miles with an added battery.

He is proud of this product which is the fastest car ever made with its 0 to 60 time of 1.9 seconds.

"I am planning to give a hard smack-down to gasoline cars." he says and adds "Driving a gasoline sports car is going to feel like a steam engine". He has founded his own foundation which is dedicated to space exploration and the discovery of renewable and clean energy sources. He is the one to be appreciated for all his efforts to broaden the vision of humanity to protect Mother Earth.

C. Read the text and answer the questions.

1. Why did Elon Musk become famous at an early age? _____
2. What do his projects mainly focus on? _____
3. How does he compare electric to gasoline cars? _____
4. What is the purpose of his foundation? _____
5. Do you think future generations will remember Elon Musk as a man of honor? Why?

_____

D. Summarize the above text about alternative energy by including the key points.

- _____
- _____
- _____
- _____
- _____

3 **A. Look at the following images and discuss how they may be related to environmental solutions.**

B. Analyze the text to respond to the questions.

When environmental problems are at issue, most people end up talking about some solutions. Therefore, forms of energy may turn out to be the subject of statements.

Most believe that switching to alternative, renewable and clean energy forms has been considered to be the number one solution to environmental problems. However, this is a highly debatable matter as there are many other things to be done. In order to develop a better understanding of what must be done, awareness about the reasons underlying environmental problems is essential. In addition to carbon emission based problems that lead to any form of pollution such as land, air and water pollution, climate change and global warming; deforestation, overpopulation, some forms of household waste and genetic engineering stand as other major issues to be dealt with. Fortunately, they can still, at least to an extent, be dealt with.

An average household produces tons of garbage each year and it is a futile effort to send these masses to other countries or seek for economical ways of disposal as the only solution. They may work out well but trying to cut down on consumption may be a much better contribution. The way people put things in a garbage bag, avoiding using plastic shopping bags, curbing the desire to buy new things just for a change may help much more than it is thought. Deforestation is another factor which can be kept at certain levels or minimized. Due to overpopulation, new needs such as demand for food, shelter and cloth arise and in order to create new areas to construct homes, roads, factories and agriculture, deforestation occurs. This also triggers floods, soil erosion, global warming, climate imbalance, wildlife extinction and some other issues. Determining residential areas that do not require deforestation, constructing underground transportation systems, raising awareness about family planning may help minimize deforestation.

1. What messages can you infer about solutions to environmental problems in the text? Discuss with friends.
2. What kind of environmental solutions are of priority in everyday life for you? Make a list of top three.
3. What are the solutions to the environmental problems given, according to the text? List them in the grid.

Problems	Solutions
Household waste	
Deforestation	

C. What other environmental solutions would you recommend as major ones? Discuss with your friends.

4 A. Listen and study the intonation of the sentences below. Tapescript 8.2

Questions	**For *Yes/No questions*, rising intonation is used.** Are you ill?
	For *Wh- questions*, falling intonation is used. What are you doing?
Statements	**At *the end of the statements*, falling intonation is used.** I haven't seen her for 7 years.
Listing things	**For *listing things*, rising, rising and falling intonation are used.** My sister likes carrots, cabbages and potatoes.
Feelings	**For *high-energy emotions*, rising intonation is used.** I couldn't believe my eyes!
	For *boredom and dislikes*, falling intonation is used. I am not interested in your match.
Contrasting things	**For *contrasting things*, rising intonation is used.** I like eating chocolate but I don't like ice-cream.

B. Read the sentences, determine and draw arrows for the intonation patterns of the sentences as in Part 4 A. Then, listen and check your answers. Tapescript 8.3

1. I can speak English but I can't speak German.
2. Is your sister at home, now?
3. When is Jack's birthday party?
4. Her amazing sound fascinated me.
5. Morris was so excited for your success.
6. I can't stand driving in the rush hours!
7. My little brother is very afraid of snakes, spiders and crocodiles.

5 **A. Read the complaint letter and decide which part of it the colors show.**

Kensing Street, 5E/1
24012 LITTLEPOLE
3 March 2010
To whom it may concern,
I am a resident of Littlepole, in New Delhi. I am writing to address a serious environmental problem in the neighborhood.
I moved to this neighborhood in January two months ago and noticed that there is a terrible smell of coal especially in the early morning and evening hours while I'm out for a run or walk. I have talked to some residents of the area and learned that most of them use low calorie coals in their stoves or central heating systems. As a result, we inhale carbon polluted air, and at times when there is smog, it becomes almost impossible to walk around. Also, it may cause lung or similar diseases in the long run which are fatal or difficult to cure.
I trust that the municipality will introduce a ban on using low calorie coal and raise people's awareness about the risks involved both in environmental and individual terms.
I am sure that you will do your best and work hard to try to solve this problem. This issue is a priority as it is a very serious threat to people and environment.
Thank you in advance for your prompt attention to this matter. I am looking forward to hearing from you.
Yours sincerely,
Myra
Myra Sahana

a	heading (address of the writer and the date)	d	closing expressions and signature
b	the solutions offered	e	expectations
c	the complaint/threat	f	why are you writing?
		g	salutation

B. Work in pairs and put the jumbled letter of complaint into the correct order. Write numbers in the boxes.

☐ Our school building is located at a point which is close to the sewer mains of the town. Unfortunately, nothing has been done by authorities about a leakage at a point close to our garden. This is a serious threat to the students, school stuff and residents of the neighborhood let alone the terrible smell and insects caused by it.

☐ Dear Sir or Madam

☐ I am the principal of Middleton Primary School. The reason why I am writing this letter is to complain about the problem of a leakage close to our school.

☐ The solution to this problem is vital. I'd like you to put a warning sign immediately so that people will not get close to it, and then repair the leakage as soon as possible.

☐ I am sure that you will bring a solution to this problem immediately as it is a matter of health.

☐ I look forward to hearing from you.

Yours faithfully,
Lindsey
Lindsey Curie,

C. Write a letter of complaint about an environmental problem to a local or national authority and suggest solutions in your letter.

D. The town council is having a meeting to discuss solutions to the problems in town and they are talking about the problem in Myra Sahana's letter. Read the first part of their conversation and discuss whether the members of the council are doing the right thing and what should be done.

The Mayor	So, the next issue is related to air pollution stemming from low calorie coal use in the neighborhood of Littlepole. It came in a letter of complaint by a resident, Myra Sahana. You have a copy of the letter in your folders. What would you say about it?
Linda Thomas	**Don't get me wrong, but I think we should** take a prompt action on this matter. We should be more sensitive about environmental issues.
Ally Jonas	You are right but **the solution to this problem is** not so simple as introducing a ban at once.
Marie Birdwood	I agree with you Mr. Jonas. It is not that simple. **I think we should consider** the different aspects of the problem. It is about family budgets, environment, human health, introducing new standards in coal market and similar things.
Carl Pitt	Excuse me, but **in order to solve this problem, we must first** see things on the spot. We should figure out whether it is really all about low calorie coal use. There might be another reason as well. We should first send experts of the municipality to discover the truth.
The Mayor	That seems to be a good beginning, Carl.

Work in pairs. Study the expressions in bold and circle the best choice about them.
The expressions in bold are...

a. for describing problems.
b. making complaints.
c. offering solutions.

THEME QUOTE

"THE FUTURE IS GREEN ENERGY, SUSTAINABILITY, RENEWABLE ENERGY"

6 **A. Below are solutions offered by authorities after receiving complaints. Work in pairs and decide which solution is related to which complaint.**

Complaints	Solutions Offered
1. There is a problem that requires an urgent solution. The factory in our neighborhood dumps waste somewhere close to the residential area.	☐ I think, we should first watch the video records from surveillance cameras nearby and find out who did it.
2. Sorry to bother you but we have to inform you that some trees by the lake have been cut down this week. No one has seen them.	☐ In order to solve this problem, we must first send a notification. We cannot punish straight.
3. I'm sorry to tell you that the residents of the area are drinking polluted water.	☐ Thank you for sharing this with us. The solution for this problem is to collect water samples for analysis, immediately.

B. Work in pairs. Look at the banners below and decide whether they express complaints or solutions. Some banners are acceptable for both.

STOP KILLING YOUR MOTHER EARTH.
CLEAN ENERGY WILL BE THE SHELTER.
KEEP YOUR DEVICES UNPLUGGED.
KILL THE VAMPIRE!
TURN UP THE HOPE, NOT THE HEATERS.
QUIT CONSUMPTION-BASED LIFESTYLE.
SORRY BUT THIS IS URGENT:
I'M LOSING MY HABITAT.

C. Work in pairs. Imagine that one of you is a person who wants to make a complaint about an environmental problem and the other is a local authority who will offer solutions. Make a dialogue and share it with your friends.

7 A. Below is the second part of the dialogue in Part 5 D. Read and discuss whether the council members are supportive or critical of the solutions offered in the first part.

Joe Wilkins Ladies and gentlemen, **I have to say that** we are giving a prompt reaction. A complaint from one person doesn't necessarily mean that there is air pollution there.

Lilly North **I'm sorry to tell that** the woman may be mistaken. Mr. Wilkins could be right at this point.

Tim Hogan **Perhaps, it could be better** if we talk to some other residents. If there are others to complain about the same problem, we can handle the situation again.

The Mayor Thank you very much for your contributions, everyone. We must handle the problem through scientific methods. We can talk to other residents and send experts at the same time.

Let's Explore

Study the statements below from the dialogue above and circle the best choices to complete the sentences about them.

- I have to say that we are giving a prompt reaction.
- I'm sorry to tell that the woman may be mistaken.
- Perhaps, it could be better if we talk to some other residents.

1. These sentences are used to ...
   a. express approval
   b. express critical opinion
2. The bold parts of these statements are for showing ...
   a. a rude manner
   b. a polite manner

B. Below are statements about the usage of alternative energy. Write your opinions on each of them in a critical but polite manner. Use expressions similar to those in the dialogue in Part 7 A.

1. In my opinion, biodiesel will be the main fuel of the future.
   _____
2. We must quit using fossil fuels and start to use alternative and renewable energy forms immediately.
   _____
3. Wind turbines should be the main way of generating power.
   _____
4. When solar panels are installed, people will not need to use other energy resources.
   _____

C. Below is the script of an informal debate about alternative energy on TV. Complete its missing parts with statements from the box.

1. In order to make things clear, we must first understand the difference between alternative energy and renewable energy.
2. The exact solution to this problem is to turn to smart technologies. It can be considered a sort of alternative way of producing something at lower costs and in shorter periods. It is also clean, once created and constructed.
3. Another way of looking at this problem is not to focus on alternative, renewable or clean energy. What we should focus on is how we can reduce consumption. It is still one of the best ways to save energy.
4. Don't get me wrong but I think, we should focus on clean energy rather than alternative or renewable energy because most forms of them require some processes and those are non-environment-friendly.

Jennifer As fossil fuels are running out, we will need to focus more on alternative energy in the near future. I mean, renewable energy.

Watcher's view _____

Lordy Yes, that's right. Alternative energy and renewable energy are not exactly the same. Each alternative to conventional energy generation may not necessarily be renewable energy. Remember that nuclear energy, when it first came up, was considered alternative but it's not renewable and clean.

Watcher's view _____

Thomas How will that be possible? I mean, before switching to alternative and renewable forms. Clean energy is the ultimate level, but not in store.

Watcher's view _____

Robin None of these things can be the solution on their own.

Watcher's view _____

D. Work in pairs. Pick one of the prompt boxes below and debate with your partner over alternative energy in the future as someone in favor or against.

Student in favor

- fossil fuels cause carbon emissions
- alternative energy is the future of the planet
- alternative energy forms are mostly renewable
- your own statements

Student against

- harmful effects of fossil fuels have been minimized
- switching to alternative energy requires big investments.
- the true solution is consuming less
- your own statements

TECHNOLOGY

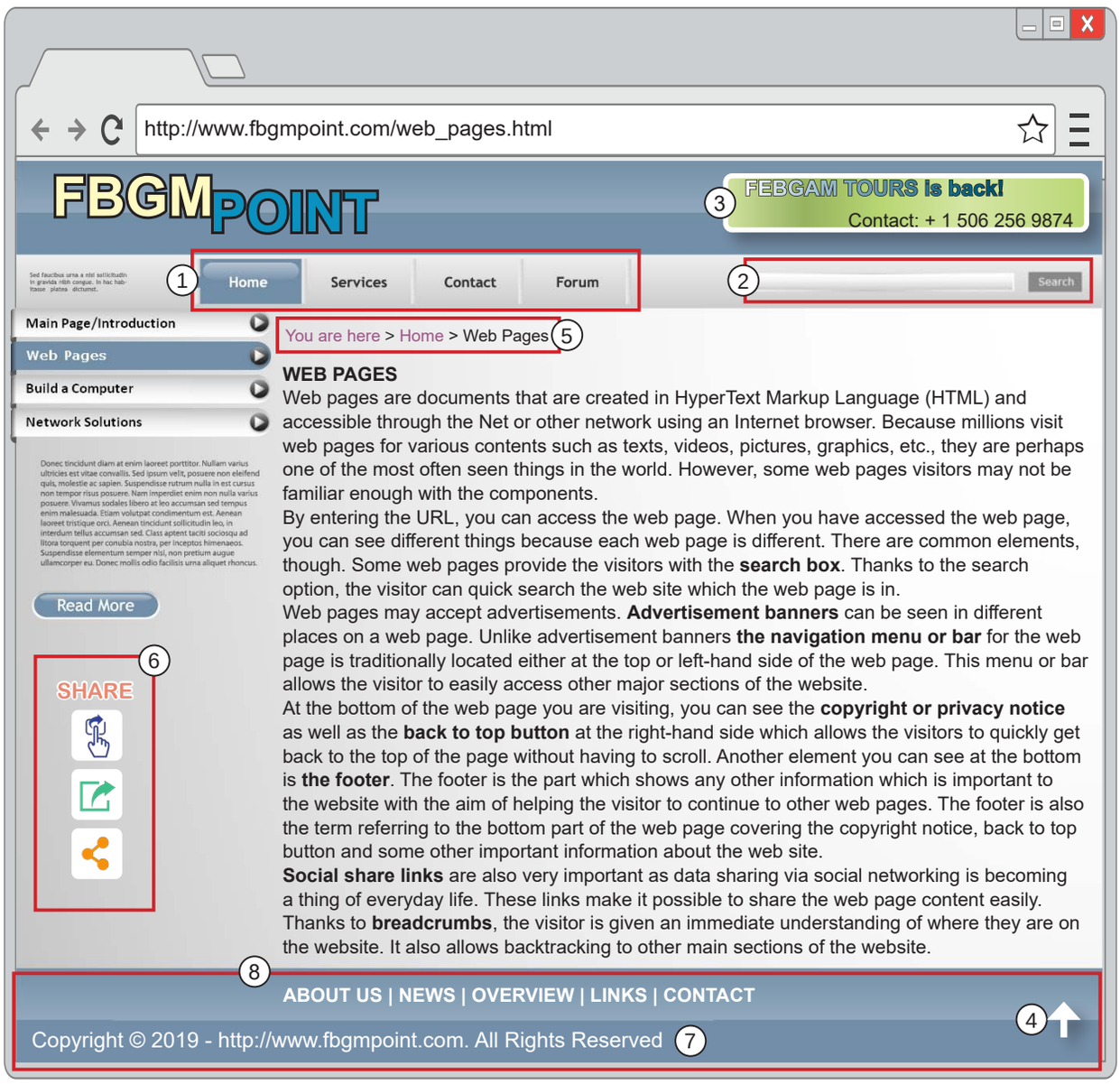
THEME 9

FUNCTIONS

- Talking about things needed to be done
- Asking and answering questions in interviews

1 **A. Work in groups. Make a list of the sections of a web page you are familiar with.**

B. Below is a sample web page. Read the text and write the names of the elements of a web page beside the numbers given below according to the definitions in the text.


http://www.fbgmpoint.com/web_pages.html
FBGMPOINT
FEBGAM TOURS is back!
Contact: + 1 506 256 9874
Home
Services
Contact
Forum
Search
Main Page/Introduction
Web Pages
Build a Computer
Network Solutions
Read More
SHARE
You are here > Home > Web Pages
WEB PAGES
Web pages are documents that are created in HyperText Markup Language (HTML) and accessible through the Net or other network using an Internet browser. Because millions visit web pages for various contents such as texts, videos, pictures, graphics, etc., they are perhaps one of the most often seen things in the world. However, some web pages visitors may not be familiar enough with the components.
By entering the URL, you can access the web page. When you have accessed the web page, you can see different things because each web page is different. There are common elements, though. Some web pages provide the visitors with the search box. Thanks to the search option, the visitor can quick search the web site which the web page is in.
Web pages may accept advertisements. Advertisement banners can be seen in different places on a web page. Unlike advertisement banners the navigation menu or bar for the web page is traditionally located either at the top or left-hand side of the web page. This menu or bar allows the visitor to easily access other major sections of the website.
At the bottom of the web page you are visiting, you can see the copyright or privacy notice as well as the back to top button at the right-hand side which allows the visitors to quickly get back to the top of the page without having to scroll. Another element you can see at the bottom is the footer. The footer is the part which shows any other information which is important to the website with the aim of helping the visitor to continue to other web pages. The footer is also the term referring to the bottom part of the web page covering the copyright notice, back to top button and some other important information about the web site.
Social share links are also very important as data sharing via social networking is becoming a thing of everyday life. These links make it possible to share the web page content easily.
Thanks to breadcrumbs, the visitor is given an immediate understanding of where they are on the website. It also allows backtracking to other main sections of the website.
ABOUT US | NEWS | OVERVIEW | LINKS | CONTACT
Copyright © 2019 - http://www.fbgmpoint.com. All Rights Reserved
1
2
3
4
5
6
7
8

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

2 **A. Below is a list of some common household repairs. Write 1 beside the ones you could do on your own, and 2 beside the ones you would hire a professional for.**

- ☐ replace ceramic tiles in the bathroom
- ☐ replace a faucet
- ☐ repair a broken cord
- ☐ replace a door handle
- ☐ paint walls
- ☐ fix drawers
- ☐ fix a loose toilet seat

B. Read the dialogue between Susan and Henry and answer the questions.

Susan Henry! Have you noticed the trouble?
Henry The trouble? What do you mean?
Susan The study is in a complete mess... Like a China shop. But, that is not all. I've told you many times and telling once more. The lock is out of order. You should get it repaired, immediately.
Henry Come on, Susan! Don't exaggerate. I just haven't had time. Anyway, I won't get it repaired. I'll fix it myself. I'll just replace the lock set.
Susan The earlier you do it, the less damage we will suffer.
Henry What do you mean by damage?
Susan While we were in the living room with Candy yesterday evening, her son Eric got out of sight. He must have gone into the study. I found the tablet PC with its screen cracked.
Henry Oh, my! Cracked screens can't be repaired. It needs changing.
Susan Can you do it on your own?
Henry Indeed, I can. But ordering the screen, waiting for the delivery may take a couple of days. We should have it changed by a professional.
Susan Does anyone do it in town?
Henry John. He runs the electronics store on the corner of Lily Street. I'll have him change it tomorrow if he has time.
Susan That'll be great. And don't forget to have a locksmith repair the lock as well.
Henry Come on, Susan. I'll repair it myself.

1. What's wrong with the study? _____
2. Who is going to repair the lock ? _____
3. Why can Henry not repair the screen of his tablet by himself? _____
4. When will Henry have John change the tablet's screen? _____
5. Do they have a locksmith repair the lock? _____

Let's Explore

1. Study the statements from the text and circle the best choice to complete the sentence about the rule for 'the causative'.

You should get it **repaired**, immediately.
We should have it **changed** by a professional.
I'll have him **change** it tomorrow if he has time.

The doers of the verbs in bold are...
a. the subjects of the sentences.
b. other people who (will) do the actions for the subjects.

2. Read the pairs of sentences and tick the one that is true for you in each pair.

☐ I iron my clothes by myself.
☐ I get them ironed by someone else.

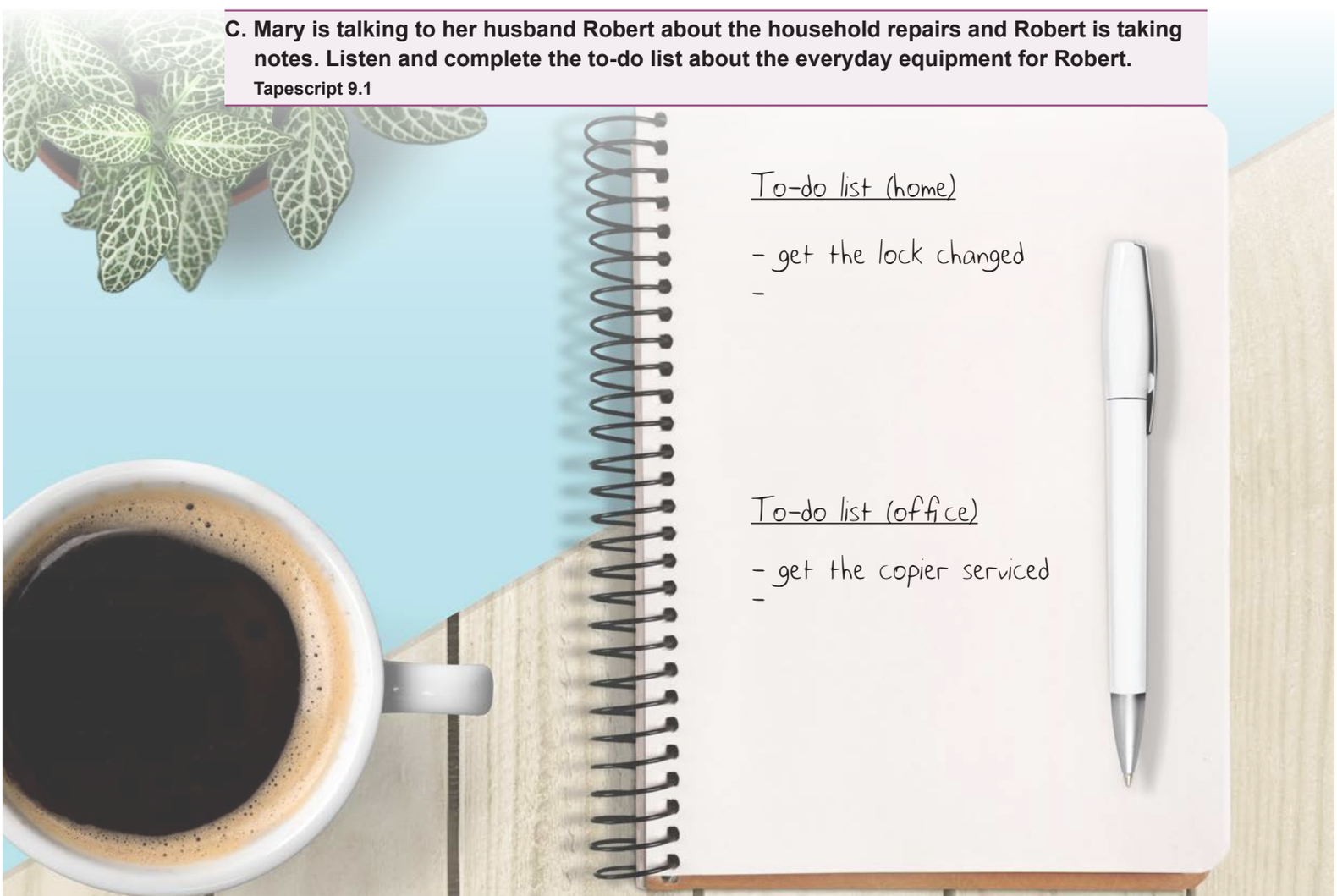
☐ My deskmate can do household repairs.
☐ S/he has them done by someone else.

☐ I wash my clothes with dry cleaning label by hand or in the washing machine.
☐ I get them dry-cleaned.

☐ Our English teacher makes us speak English during class.
☐ S/he allows us to speak in our mother language when we have difficulties.

C. Mary is talking to her husband Robert about the household repairs and Robert is taking notes. Listen and complete the to-do list about the everyday equipment for Robert.

Tapescript 9.1



D. Robert receives a text message from her office mate Tiffany about some office repairs. Read the message and add to his to-do list in Part 2 C. Use the words in the box.

Messages Clear

repaired | formatted | serviced

Robert,

An unlucky day. A lot of problems in the office.
- The copier reports malfunction.
- The laptop crashed. It wants formatting.
- The coffee machine doesn't work.

E. Imagine that you are ill and you need help with some problems at home. Text a note to a friend or family member and ask him/her to have the things done for you.

Dear _____

I'm terribly ill and I need your help.

Can you please _____

_____

_____for me?

3

A. Study the text and classify the linking words in bold below the given titles.

I bought these goggles (a.k.a. virtual reality headset) half a year ago. I must tell that they are not cutting edge right now **since** technology changes so fast. **However**, when I bought the set, it was the most advanced one **so** it was very expensive. **First**, I felt a bit regretful about buying it. **Then**, as time went by, I realized that it was worth its price. **In spite of** all the changes and newer models introduced, my set is still my favorite. I'm happy with its quality and features. It has two lenses to enhance the video coming from the source. **Additionally**, you can use various devices as the source **such as** game consoles, TV sets, satellite boxes. Naturally, it has a built-in motion tracker **so** you can use it to play games **as well as** go on adventure tours. It has more than what I need. **Therefore**, I love this set.

Contrast	Reason	Example/ Emphasis	Result	Addition	Sequence

B. Related to which of the following can you find expressions/statements in the text?

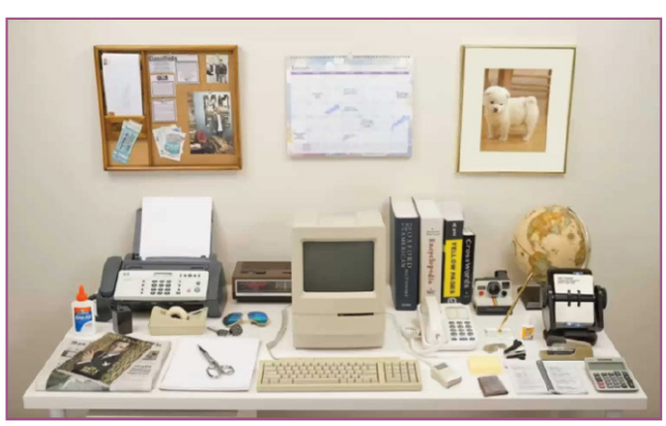
- ☐ price
- ☐ opinion on/feelings about the device
- ☐ functions/features
- ☐ comparison with similar products

C. Which of the linking words in the text can be replaced by the following ones? Work in pairs and do the replacing.

as a result	furthermore	at first	like	despite	later	because

D. Write a description of a high-tech product as in Part 3 A. Include linking words and relevant content from Part 3 C.

4 Watch the video and discuss the main idea of it. Video 9.1



5 A. What do you think are the reasons for most of the repairs in your house? Tick the reasons that are true for you.

- ☐ because of misuse
- ☐ because of bad maintenance/service
- ☐ because the appliances/devices are old
- ☐ because of overuse

B. Read the conversation and answer the questions.

Robert Tiffany, I've had to deal with a lot of repairs these days. Both at home and in the office. It's been tiring.
Tiffany You are right, Robert. I think that's partly because the gadgets in the office are past their primes. They are a bit old.
Robert Yeah. They have malfunctions often, and it adds to office expenditures. We ought to get new ones for economy, and comfort.
Tiffany Perhaps we should adopt smart technologies.
Robert You hit the nail on the head. There are smart devices for almost any office work, from security to cleaning, from air conditioning to presentations. I've read an article about the newest innovations.
Tiffany Did anything grab your attention?
Robert Yes, smart security cameras. I'm fond of them. They can identify human beings, recognize their faces and even alert you via your phone.
Tiffany Come on! It makes no difference to me. The building already has tight security.
Robert That's right. Men are more interested in these kinds of things. Security issues, I mean.
Tiffany I noticed the other day that the sanitary staff are having difficulty with this vacuum cleaner.
Robert The robot vacuum. We can get one. It'll ease up everything for them. It cleans better and allows you to control it remotely.
Tiffany Hooray! Excellent.
Robert And, one more. That's revolutionary.
Tiffany What is that?
Robert Interactive touch-screen projector. It turns any surface into an interactive touch screen.
Tiffany Are you serious? You are kidding!
Robert I am serious, Tiffany. The incredible has come true.

1. What does Robert complain about?
2. Why do Robert and Tiffany think malfunctions occur often?

C. Below are some expressions from the dialogue. Match them to their functions.

Functions	Expressions
1. Happiness	☐ a. It makes no difference to me.
2. Indifference	☐ b. I'm fond of them.
3. Surprise	☐ c. Hooray! Excellent.
4. Interest	☐ d. Are you serious? You are kidding!

D. List the following expressions below the categories given.

1. John is keen on smart phones.
2. Yippee.
3. Wow! That's incredible.
4. Lovely.
5. I can't believe it.
6. It doesn't matter to me.
7. You can't be serious.
8. He's mad about tablet PCs.
9. I wouldn't mind.
10. I couldn't care less.
11. Really?
12. You are joking!

Happiness	Indifference	Surprise	Interest

E. The text is a combination of extracts from websites, brochures and magazines on high-tech products. Read it and list the most necessary gadgets for each of the people given. Consider their functions while categorizing. More than one option is possible.

Smartphones can run applications on an operating system. They are cordless telephone sets and equipped with computer-enabled features that are not previously used by their predecessors. They can be used for both communication and many computer related operations.
Tablet PCs are generally called tablets for short. They are mobile and have touchscreen panels. They also have mobile operating systems that are capable of doing almost the same things as PCs. They lack some I/O ports, though. They are somewhere between smart phones and laptop computers.
Smart watches are portable devices that you can wear on your wrist, just like traditional school wrist watches. They have touch screens and operating systems that allow you to run programs for many purposes such as calculations, digital time telling, translations, and game playing.
Quadcopters are like helicopters but they are much smaller and have four propellers attached to rotors. They are used across vast areas for transportation, surveillance etc. purposes. The terms drone and quadcopter are mostly used interchangeably. However, they are different devices though they have some certain similarities.
Interactive touch-screen projector is a projector that turns any surface into an interactive touch screen. This means you can annotate a presentation, play some games in huge dimensions, or beam a recipe on to your chopping board and scroll through it with doughty finger.
Smart cameras are security cameras that automatically identify human beings and even recognize their faces alerting you via your phone. They also have infrared night vision, live warning speakers and multi-axis rotation systems.
Robot vacuum is better for pet hair, has an application that allows you to control it remotely. It can access to no-go areas.

University professor	Movie Director	Housekeeper	Mountaineer

F. Reread the text of extracts above and with your partner, exchange your opinions and feelings about the electronic devices given, as in the dialogue. In your dialogues, use expressions of interest, happiness, surprise, indifference, etc.

E.g.
Henry Tablet PCs appeal to me so much.
Sam It makes no difference to me.
Henry Come on!

G. Work in pairs. Make an interview about the influence of technology on social life using the following interview questions.

1. How much time, on average, do you spend chatting online a day?
2. Do you continue surfing the Net or put your smart mobile devices aside while having face to face communication?
3. Are there any rules about using mobile technologies at home?
4. What are the differences between online learning and face to face learning?
5. How do you think technology impacts social life?
6. Is it an advantage or disadvantage to be available for communication at any time?

6 **A. Study the essay and find out the content of each paragraph. Then, match the paragraphs to the content below.**

1 As they continue to take place one way or another, technological developments do and will impact our lives. The question whether these developments are beneficial or harmful is a whole another story, depending on where you stand.

2 One advantage of technological developments is that they can be life-saving as the research runs day and night to cure diseases and to help people live a healthier and longer life. Another positive aspect is in the field of security. Law enforcement officers can pursue and catch criminals using devices that we have never heard of before. Also, technology makes our lives easier and more comfortable. Cars, TV sets, smartphones, the Internet, kitchen and other households are only some of the examples.

3 On the other hand, technological developments also have negative consequences. Since an innovation needs to be tested before use, scientists do the testing on animals. This may be both cruel and fatal. In addition, our planet is damaged radically as electronic devices emit CO_2 and contribute to the greenhouse effect. Another disadvantage is that some industries which are non-environment-friendly and violent may have their shares from these developments. War industry develops more fatal and chemical weapons each new day.

4 In conclusion, technological developments with both negative and positive consequences will continue to exist and shape our future. What we should do is to benefit from advantages and avoid harmful effects.

Paragraphs	Contents
a. Introduction	☐ 1. disadvantages/reasons against
b. Body 1	☐ 2. summing up the main arguments/personal opinion
c. Body 2	☐ 3. advantages/reasons in favor
d. Conclusion	☐ 4. current situation/introduction of the debate

B. In which of the paragraphs in a 'for and against essay' would the following statements fall? Work in pairs and decide.

- ☐ This leads to the storage problem within these devices. Cloud storage services aim to bring solutions to this problem with advantages and disadvantages.
- ☐ First, cloud technologies may not be accessible everywhere. When you do not have access to the Internet, you cannot reach or use your data.
- ☐ Another advantage is bandwidth. By sending a web link to recipients via your e-mail, you can avoid e-mail files.
- ☐ Due to the capabilities of mobile devices and computers, more data such as pictures, documents and videos are created by users.
- ☐ Cloud storage services have disadvantages as well.
- ☐ One of the advantages of cloud technologies is that they are a sort of disaster recovery. Cloud storage can be used as a back-up plan as it provides a second copy.
- ☐ Second, there are some usability risks.
- ☐ Users should be aware of disadvantages and risks while benefiting from their advantages.
- ☐ To sum up, cloud storage services may have some disadvantages as well as advantages.
- ☐ If the user moves a document into the cloud storage folder by using drag and drop, the document will be moved from the original folder permanently.

C. Write a 'for and against essay' on any aspect of technology as in the sample in Part 6 A.

7 **A. Study and listen to the notes.** Tapescript 9.2

The three-syllable words ending in '-er and -ly' have usually stress on the first syllable.	silently, easier	SI-lent-ly, EAS-i-er
The words ending in 'a consonant and -y' have usually stress on the first syllable.	generous, loyalty	GEN-er-ous, LOY-al-ty
The words ending in '-ade, -que, -ette and -oon' have usually stress on the suffix.	lemonade, unique	lem-on-ADE, u-NIQUE
Compound adjectives have stress on the first syllable of the second word.	well-known, old-fashioned	well-KNOWN, old-FASH-ioned

B. Read and determine the stress patterns of the words. Then, listen and check. Tapescript 9.3

1. short-haired
2. gardener
3. cassette
4. hardly
5. rarity
6. poster
7. well-educated
8. good-looking
9. calmer
10. netiquette
11. afternoon
12. quietly
13. lucky
14. green-eyed
15. actively
16. cartoon

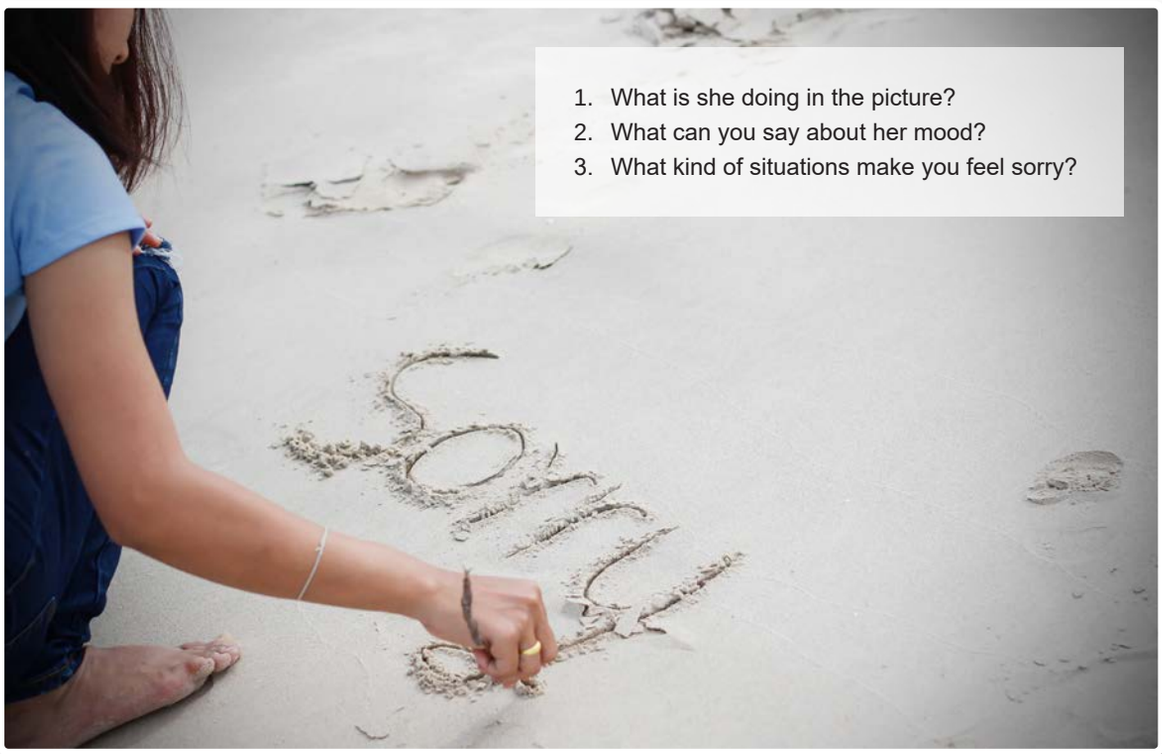
MANNERS

THEME 10

FUNCTIONS

- Talking about wishes and regrets
- Apologizing
- Giving explanations

1 A. Look at the picture and discuss with your friends.



B. Take a quick look at the letters and find out why Donna, Richard and Ruth feel sorry in each situation.

Dear Sandra,

The meal I had had a longing for a long time turned into a disaster. You won't believe what you are reading but I have to write to you without forgetting any small details. I had a terrible meal with my husband two hours ago. At first, we were enjoying our meal. As we were eating, we noticed an elderly woman sitting at another table alone and staring at our direction continuously. We smiled back politely and the old lady made her way to our table. "I'm sorry to bother you," she started. "But you look so like my son. He died of cancer last year and I miss him a lot. I wonder if you would do me a favor."

We nodded mercifully and she continued "I would be so pleased and happy if you would say 'Goodbye mum' as I'm leaving and wave your hands." "Sure," we replied. How could we refuse? A few minutes later, she picked up her belongings and stood up to leave. We happily waved and said goodbye as she left the restaurant.

In an hour, we asked for the bill. But the total was massive and we were shocked. We called the manager immediately.

"The bill includes the charge for two tables," he explained. She said her son would pay.
We were flabbergasted. How could this happen? We were jerked and felt disappointed. If only we hadn't been so sentimental! Then, our dinner would have ended with good memories. Now, I wish I could meet her somewhere else.

Donna

Dear Diary,

Thank God, you are with me otherwise I would go off the rails. I'm feeling scared because I'm lost in the middle of a jungle. I left my hiking group to explore around on my own and couldn't find them anymore. I'm so regretful. I wish I were with my friends. This is the first time that I have been hiking. How can I be such a stupid boy? I should have listened to the hiking leader and shouldn't have left the group. Now, I wish that I had listened to the hiking leader carefully while he was explaining the survival skills in a jungle. I wouldn't be so desperate if only I had told my parents where I would go in the morning.

Richard

Dear Diary,

I feel so sad today and I must write here to solace myself. I went shopping in the morning. After I had finished shopping, I decided to have a cup of tea in a cafe nearby. Nearly half an hour later, I realized that I hadn't had my bag with me. My purse and keys were all gone. I told the security what had happened but I was desperate and didn't expect to find my bag again. Then, I came back home. In the afternoon, I was so glad when the security called me and told that they had found my bag. I was pleased with the news and hurried to the shopping mall to take my bag back. When I talked to the security, I was disappointed because he didn't know what I was talking about. He said "I didn't call you, lady. There is a misunderstanding."

I went home immediately, but it was too late. As soon as I opened the door, I realized that it was the handbag thief who had phoned me. While I was out, he broke into my house and took everything. I was helpless when I called the police. If I hadn't been so careless, I wouldn't have lost all my money and precious things in a day. I shouldn't have counted on a phone call. I should have asked for the name of the security. I wish I had waited for my husband before leaving the house.

Ruth

C. Read the three different stories below and fill in the table. One has been done for you.

	The intention at the beginning	Two important events	Ending of the story	Feelings	Wishes
Story of Donna	a happy meal	meeting with a woman	the couple were tricked	disappointment	meeting the woman one day
		woman's request			
Story of Richard					
Story of Ruth					

D. Reread the three stories and underline the expressions the authors used to talk about wishes and regret.

Let's Explore

1. Pay attention to the given sample sentences from the texts and complete the rules by choosing the correct options.

1. "I wish I were with my friends."
We express a regret about a present state with a wish + _____ or continuous.
a. present b. past

2. "I wish I had waited for my husband before leaving the house."
We express a regret about the past with a wish + _____
a. past perfect b. past simple

3. "I wish I could meet her somewhere else."
We express a _____ with wish + could.
a. regret b. wish

4. "If only we hadn't been so sentimental!"
We use 'if only' if the feeling is _____
a. weaker b. stronger

5. "I shouldn't have counted on a phone call."
We use should have or shouldn't have to express _____ about actions in the past.
a. wishes b. regrets

2. Complete the sentences below with your wishes or regrets about the present.

1. I wish I were/was _____.
2. If only I _____.

3. Complete the sentences below with your wishes or regrets about the past.

1. I wish I had _____.
2. If only I hadn't _____.
3. I shouldn't have _____.
4. I should have _____.

4. Now share your wishes and regrets with as many friends as possible in the classroom. Then, try to find someone with the same wish or regret as you.

2 A. Listen to the dialogue between Robert and Jason. Then, tick the phrases you hear in each category. Tapescript 10.1

Phrases for wishes	Phrases for regrets	Phrases for apologies
☐ I wish that Judy had told…	☐ I shouldn't have behaved…	☐ I just want to apologize for…
☐ Something I've always wanted is…	☐ She should have told…	☐ It was my fault…
☐ I wish Judy would…	☐ If only I hadn't been…	☐ Excuse me for…
☐ If only Judy…	☐ I didn't mean to hurt…	☐ I'm terribly sorry…
☐ What I'd like more than anything else…	☐ It wasn't my intention…	☐ Please accept my apology…

B. Listen to the dialogue again and answer the following questions. Tapescript 10.2

1. Why does Robert feel so sorry? _____
2. What is Robert's explanation for the situation? _____
3. Does Jason accept his apology? _____

C. Read the list of the phrases about regrets, wishes and apologies on the previous page and add one more expression to each category and share with your friends.

3 **A. Work in pairs. Read the situations below, choose one and make a dialogue to express your regrets, wishes and apologies about it. Act it out in front of the class.**

You visited your friend last night and broke his/her mother's favorite vase accidentally. You didn't mention about it last night. You call your friend this morning and express your regret and apology.

Your dog has stolen one of your neighbor's shoes and brought it to your house. You realize that a few days later. You knock the door and talk to your neighbor about the event.

You're not honest with your teacher because you said you had done your homework although you hadn't done it. You feel regretful now. Talk to your teacher and express your regrets, wishes and apologies.

B. Now, choose one of the given situations above and write a note to your teacher, friend or neighbor. Include your regrets, wishes and apologies about it.

4 **A. Look at the picture. Answer the questions and share them with your friends.**

1. What do you think about this man's manner?

   _____

2. Can you give other examples of good and bad table manners?

   _____

B. What are some of the good and bad manners in everyday life? Give examples related to school life, communication, public transport, the cinema, hospital, street.

E.g. You shouldn't keep your eyes on people's mobile devices on a bus, train etc.
You should be silent in hospital corridors.

C. Listen to Michelle and Kevin talking about manners of different cultures. Fill in the table by putting a tick into the correct box related to their country of origin and everyday practices. **Tapescript 10.3**

Manners	Origin			Practice in everyday life	
	China	India	Brazil	Body Language	Eating Manner
1. Do not stand very close to people.					
2. Use chopsticks all the time.					
3. Do not touch, hug or back slap.					
4. Use your first three fingers and thumb.					
5. Use a knife and a fork.					
6. Touch people's arms.					

D. Work in pairs. Look at the table in Part 4 C and discuss the manners in different cultures by answering the questions below.

Can you share some interesting manners of your culture with your friends?

Can you find any manners that are similar in your culture?

Which manners do you find interesting?

What do you think about the manners related to different countries?

5 **A. Study the notes about sentence stress.**

Content words are stressed	main verbs	sell, give
	nouns	bus, Sally
	adjectives	huge, red
	adverbs	always, quickly
	negative auxiliaries	don't, can't
Structure words are not stressed	pronouns	he, we
	prepositions	in, from
	articles	a, the
	conjunctions	and, but
	auxiliary verbs	do, have

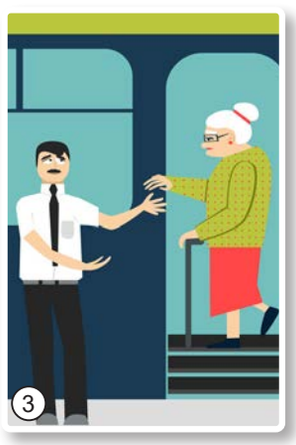
B. Read the sentences and determine the stress of the sentences. Then, listen and check.
Tapescript 10.4

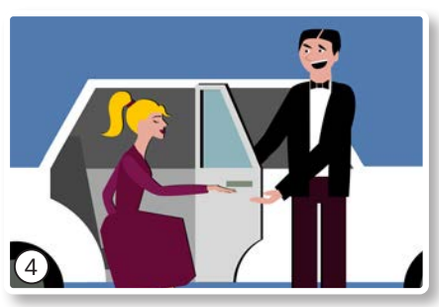
1. Joe doesn't like me.
2. I will make a cup of coffee if you would like some.
3. Sarah will cycle to work today.
4. I was talking to Brian when you called me.
5. This black cat was ill yesterday.
6. Do you like the food?
7. I would go to the cinema with you tonight but I have an important exam tomorrow.

C. Work in pairs and make conversations similar to the one in the example. Pay attention to the sentence stress.

E.g. You: What would you like to drink?
Your friend: I don't know. A coffee, maybe.

6 **A. Look at the pictures below and decide which are good or bad in your culture.**





B. Bob and Maria were supposed to write argumentative texts on the importance of manners in a society. Read their texts and find out whether they are of the same opinion.

Manners Matter

Nowadays, we come across many elderly complaining about problems in manners. Some people think that there is no necessity for manners in this era. Unlike them, I believe manners are more important in today's society because the basis of modern society is communication and good communication requires good manners.

Some of my friends think manners that have been taught for centuries are not sincere at all because they are the things we have decided on, they are the expectations that have been exposed to the new generations by the former ones. For this reason, they support the idea that people should behave as they wish, not as the others wish.

To me, manners are required even in our very basic daily routines. People live, study and work together in every part of their lives. The question is whether there is anybody who wants to study or work with someone who curses, picks their noses or burps sincerely. Whether they are exposed to the generations or not, whether people behave sincerely or not; manners of a culture determine the acceptability level for such kind of mannerisms in the society. And, this makes our society worth living together or not.

Maria

Manners Cost Nothing!

Due to the fact that they determine the way most members of a society perceive one's actions or utterances, manners play a vital role in human relationships. Therefore, I am of the opinion that they must be preserved.

We are all aware that human life has become too much varied and busy today. We are both short of time and space but there are different kinds of societies we are supposed to be involved in. For this reason, it is commonly believed that manners are out of use today. In contrast, I disagree with this point of view. To me, manners are still needed, because they cover standard values and all kinds of societies depend on them.

The virtues like respect and loyalty are crucial in their characters. Also, our qualities and characters have been determined by our level of respect to these virtues. We should admit that the ways of being understanding today are not similar to those in the past. But being understanding towards others is still a touchstone of our friendships today. To trick or lie to somebody have always been considered bad and are still bad. What I mean is that these are the great components of manners of a society and nobody can count them one by one.

The norms of our behaviors can change in our fast changing world but the status of good manners will remain constant because I think good manners are the very lifeblood of a healthy human relationship.

Bob

C. Reread the texts and answer the questions.

1. What do Maria and Bob think about the importance of manners in a society?

   _____

2. How does Maria support her opinion?

   _____

3. What are some arguments against Bob's opinion?

   _____

4. Why do some people think manners are unnecessary today?

   _____

7 **A. Read the manners below and tick the ones which are considered as bad behaviors in your culture.**

- ☐ giving seat to the old
- ☐ saying ‘thank you’
- ☐ belching
- ☐ interrupting one’s speech
- ☐ shaking hands
- ☐ tipping at a restaurant
- ☐ chewing gum
- ☐ getting in line
- ☐ saying ‘please’
- ☐ covering one’s mouth when sneezing or yawning
- ☐ whispering among others
- ☐ spitting

B. Write a personal letter about a bad manner you have witnessed or experienced before. Describe the event, your experience and how you felt in detail.

THEME QUOTE

"MANNERS COST YOU NOTHING BUT IGNORANCE COSTS YOU EVERYTHING"

IRREGULAR VERBS LIST

Base Form	Past Form	Past Participle Form
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
come	came	come
cut	cut	cut
draw	drew	drawn
drive	drove	driven
fall	fell	fallen
feel	felt	felt
find	found	found
get	got	got/gotten (US)
give	gave	given
go	went	gone
grow	grew	grown
hear	heard	heard
keep	kept	kept
know	knew	known
leave	left	left
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
run	ran	run
say	said	said
see	saw	seen
send	sent	sent
set	set	set
show	showed	shown
sit	sat	sat
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
take	took	taken
tell	told	told
think	thought	thought
understand	understood	understood
wear	wore	worn
write	wrote	written

THEME 1

I'd say the exact opposite exp /aɪd seɪ ðiː ɪgˈzækt ˈɑpəzət/
impact v /ɪmˈpækt/
indeed adv /ɪnˈdid/
inspiration n /ˌɪnspəˈreɪʃ(ə)n/
majority n /məˈʤɔrəti/
make up phr v /meɪk ʌp/
minority n /maɪˈnɔrəti/
motto n /ˈmɑdoʊ/
name after phr v /neɪm ˈæftər/
No doubt about it exp /noʊ daʊt əˈbaʊt ɪt/
outburst n /ˈoutˌbərst/
percussion n /pərˈkəʃən/
raucous adj /ˈrɔkəs/
reggae n /ˈrɛˌgeɪ/
remain v /rəˈmeɪn/
shrill adj /ʃrɪl/
tribute n /ˈtrɪbjut/
tune n /t(j)un/
unprecendented adj /ənˈpresəˌdəntid/
upbeat adj /ˈəpˌbit/
venue n /ˈvɛnˌju/
woodwind n /ˈwʊdˌwɪnd/

THEME 2

acquaintance n /əˈkwāntəns/
apathetic adj /ˌæpəˈθɛdɪk/
attitude n /ˈædəˌt(j)ud/
beget v /bəˈgɛt/
benefit n /ˈbenəfit/
comfort v /ˈkəmfərt/
companion n /kəmˈpanyən/
company v /ˈkʌmp(ə)ni/
cooperation n /koʊˌɑpəˈreɪʃ(ə)n/
debate n /dəˈbāt/
decay n /dəˈkeɪ/
dedication n /ˌdɛdəˈkeɪʃ(ə)n/
distracted adj /dəˈstræktəd/
emphasize v /ˈɛmfəˌsaɪz/
fair adj /fɛr/
faithful adj /ˈfeɪθfəl/
favorable adj /ˈfāv(ə)rəb(ə)l/
fidelity n /fəˈdelədē/
give away phr v /gɪv əˈweɪ/
have in common with phr /hæv ɪn ˈkɑmən wɪð/
impressive adj /imˈpresiv/
insincere adj /ɪnsɪnˈsɪə/
judge v /dʒədʒ/
knowledgeable adj /ˈnɑlədʒəb(ə)l/
look like phr v /lʊk laɪk/
loyalty n /ˈloiəltē/
make smile phr /meɪk smaɪl/
mannerism n /ˈmanəˌrizəm/
mutual adj /ˈmjutʃ(u)əl/
popularity n /ˌpäpyəˈlerədē/
praising adj /ˈpreɪzɪŋ/
pretend v /prəˈtend/
pretension n /ˈpriːtɛnʃ(ə)n/
quality n /ˈkwɒlɪti/
quote n /kwoʊt/
reliability n /rɪlʌɪəˈbɪlɪti/
rely v /rəˈlī/
rubric n /ˈrubrɪk/
sincere adj /sɪnˈsɪr/
sincerity n /sinˈserədē/
statue n /ˈstætʃu/
status n /ˈstætəs/
supportive adj /səˈpôrdiv/
thoughtful adj /ˈθɔtfəl/
well-spoken adj /wɛl ˈspoʊkən/

THEME 3

abolish v /əˈbɑlɪʃ/
abuse v /əˈbjuːz/
allocate v /ˈaləˌkāt/
appreciate v /əˈprēSHēˌāt/
asylum n /əˈsīləm/
blind n /blaɪnd/
conscience n /ˈkän(t)SHəns/
copyright n /ˈkɑpiˌraɪt/
deaf n /def/
developing adj /dɪˈvɛləpɪŋ/
dignity n /ˈdignədē/
disabled adj /ˌdisˈāb(ə)ld/
disadvantaged adj /ˌdisədˈvan(t)ijd/
discrimination n /dəˌskriməˈnāSH(ə)n/
do away with phr v /du əˈweɪ wɪð/
donation n /dōˈnāSH(ə)n/
equality n /əˈkwälədē/
execution n /ˌeksəˈkyo͞oSH(ə)n/
fair adj /fɛr/
freedom n /ˈfridəm/
gender n /ˈdʒɛndər/
guilty adj /ˈgɪlti/
homeless adj /ˈhōmləs/
hope n /hōp/
host v /hōst/
human right n /ˈ(h)jumən raɪt/
humanity n /(h)yo͞oˈmanədē/

THEME 4

access n /ˈækˌsɛs/
account n /əˈkaʊnt/
anti-spyware n /ˈæntiˈspaɪˌwɛr/
apparently adv /əˈparəntli/
beneficial adj /ˌbɛnəˈfɪʃ(ə)l/
collect v /kəˈlɛkt/
contribution n /ˌkäntrəˈbyo͞oSH(ə)n/
convenience n /kənˈvēnyəns/
create v /kriˈeɪt/
culprit n /ˈkʌlprɪt/
cut down phr v /kʌt daʊn/
cyber bullying n /ˌsībərˈbo͝olēiNG/
cyber crime n /ˈsībərˌkrīm/
cybercrook n /ˈsībərˌkro͝ok/
eliminate v /əˈlɪməˌneɪt/
exponential adj /ˌɛkspəˈnɛn(t)ʃ(ə)l/
get out of phr v /gɛt aʊt ʌv/
hacker n /ˈhakər/
harassment n /həˈræsmənt/
identity theft n /aɪˈdɛntəti θɛft/
infamous adj /ˈinfəməs/
interpret v /inˈtərprət/
invasion n /inˈvāZHən/
legitimate adj /ləˈdʒɪdəmət/
log in v /lɔg ɪn/
make sense phr /meɪk sɛns/
malware n /ˈmælwɛr/
password n /ˈpæsˌwərd/
phishing n /ˈfiSHiNG/
predict v /prəˈdikt/
preventable adj /prəˈvɛn(t)əb(ə)l/
scam v /skæm/
scenario n /səˈnerēˌō/
software n /ˈsôf(t)wer/
sophisticated adj /səˈfistəˌkādəd/
suspicious adj /səˈspiSHəs/
threat n /THret/
virtual adj /ˈvərCH(o͞o)əl/

THEME 5

agitated adj /ˈajiˌtādəd/
client n /ˈklʌɪənt/
confidence n /ˈkänfədəns/
cope with phr /koʊp wɪð/
demoralized adj /dəˈmôrəˌlīzd/
description n /dəˈskripSH(ə)n/
disorder n /ˌdisˈôrdər/
elated adj /ɪˈleɪtəd/
frustrated adj /frʌˈstreɪtɪd/
influence n /ˈɪnflʊəns/
interdependent adj /ɪntədɪˈpɛndənt/
intimidate v /inˈtimәˌdāt/
irritated adj /ˈɪrəˌteɪdəd/
maintain v /mānˈtān/
mood n /mud/
react v /riˈækt/
restless adj /ˈrɛs(t)ləs/
serenity n /sɪˈrɛnɪti/
swing v /swɪŋ/
trigger v /ˈtrɪgər/
unstable adj /ˌənˈsteɪbəl/
whirlpool n /ˈwəːlpuːl/

THEME 6

application letter n /æplәˈkeɪʃən ˈlɛtər/
Could you do me a massive favor? exp /kʊd ju du mi ə ˈmæsɪv ˈfeɪvər?/
decease v /dɪˈsiːs/
donate v /ˈdōˌnāt/
establish v /ɪˈstablɪʃ/
give a hand phr /gɪv ə hænd/
It would be my pleasure exp /ɪt wʊd bi maɪ ˈplɛʒər/
non-profit adj /nɒnˈprɒfɪt/
organization n /ˌôrgənəˈzāSH(ə)n/
participate v /pärˈtisəˌpāt/
passion n /ˈpaSHən/
pursue v /pərˈsu/
scholarship n /ˈskɒləʃɪp/
support n /səˈpɔrt/
Thank you in advance exp /θæŋk ju ɪn ədˈvæns/
underprivileged adj /ʌndəˈprɪvɪlɪdʒd/
veteran n /ˈvɛt(ə)r(ə)n/
volunteer n /ˌvɑlənˈtɪr/
Would you do me a favor? exp /wʊd ju du mi ə ˈfeɪvər?/

THEME 7

climax n /ˈklaɪˌmæks/
comparison n /kəmˈpɛrəsən/
compete v /kəmˈpit/
conflict n /ˈkɑnˌflɪkt/
dawn n /dɔn/
environment n /inˈvīrənmənt/
evacuate v /ɪˈvækjəˌweɪt/
exceptionally adv /ˌikˈsepSH(ə)nəlē/
furthermore adv /ˈfərðərˌmɔr/
headline n /ˈhɛdˌlaɪn/
indicator n /ˈɪndəˌkeɪdər/
initially adv /ɪˈnɪʃ(ə)li/
likewise adv /ˈlīkˌwīz/
narrate v /ˈnɛrˌeɪt/

precaution n /prəˈkɔʃ(ə)n/
qualifying adj /ˈkwɑləˌfaɪɪŋ/
resolution n /ˌrezəˈlo͞oSH(ə)n/
setting n /ˈsediNG/
slope n /sloʊp/
steep adj /stip/
therefore adv /ˈT͟Her ˌfôr/
wrestling n /ˈres(ə)liNG/

THEME 8

clean energy n /klin ˈɛnərʤi/
climate imbalance phr /ˈklaɪmət ɪmˈbæləns/
complaint letter phr /kəmˈpleɪnt ˈlɛtər/
consumption n /kənˈsʌm(p)ʃ(ə)n/
curb v /kə:b/
dump n /dʌmp/
flood n /flʌd/
inhale v /ɪnˈheɪl/
make complaint phr /meɪk kəmˈpleɪnt/
non-environment friendly adj /ɪnvaɪərənməntˈfrɛndli/
offer solution phr /ˈɔfər səˈluʃən/
polluted adj /pəˈlu:tɪd/
smog n /smɒg/
soil erosion n /sɔɪl ɪˈroʊʒən/
solar panel n /ˈsoʊlər ˈpænəl/
stem v /stɛm/
surveillance n /səˈveɪəns/
wildlife extinction phr /ˈwaɪlˌdlaɪf ɪkˈstɪŋkʃən/
wind turbine n /ˈwɪnd tə:bʌɪn/

THEME 9

alert n /əˈlərt/
annotate v /ˈanəˌtāt/
cable n /ˈkābəl/
central processing unit n /ˈsentrəl prəˈsesiNG ˈyo͞onət/
component n /kəmˈpōnənt/
cracked adj /krakt/
crashed adj /kræʃt/
folder n /ˈfōldər/
gadget n /ˈgædʒət/
high-tech adj /ˌhaɪˈtɛk/
infrared adj /ˌɪnfrəˈrɛd/
input source n /ˈɪnˌpʊt sɔrs/
interactive adj /ˌɪn(t)ərˈæktɪv/
loudspeakers n /ˈloudˌspēkər/
mainboard n /ˈmeɪnbɔrd/
maintenance n /ˈmeɪntənəns/
malfunction n /ˌmalˈfəNG(k)SH(ə)n/
output source n /ˈaʊtˌpʊt sɔrs/
portable adj /ˈpôrdəb(ə)l/
processor n /ˈprɑˌsɛsər/
propeller n /prəˈpelər/
replace v /rəˈplās/
rotor n /ˈroʊdər/
storage n /ˈstôrij/
touch-screen n /ˈtətʃ ˌskrin/

THEME 10

nod v /näd/
norm n /nôrm/
polite adj /pəˈlaɪt/
precious adj /ˈprɛʃəs/
regret n /rəˈgret/
regretful adj /rəˈgrɛtfəl/
require v /rəˈkwī(ə)r/
sentimental adj /ˌsɛn(t)əˈmɛn(t)l/
sneeze v /snēz/
solace v /ˈsɑləs/
spit v /spit/
stare at phr /stɛr æt/
touchstone n /ˈtətʃˌstoʊn/
value n /ˈvælju/
virtue n /ˈvərtʃu/
whisper v /ˈ(h)wɪspər/
wish v /wɪʃ/
yawn v /yôn/

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